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ABSTRACT

This teacher's guide outlines the basic objectives and the content of the Atlanta Public Schools Latin program and suggests resources and methods to achieve the stated goals. The philosophy and general objectives of the program are presented. Course outlines include: (1) Beginning Latin, (2) Intermediate Latin, (3) Vergil's "Aeneid," (4) Ovid: Selections from "Metamorphoses," (5) Cicero: Selected Orations, (6) Cicero and Sallust: Catilinarian Conspiracy, (7) Advanced Level Latin Survey Courses, (8) Advanced Latin Literature, and (9) Survey of Latin Literature. Appendixes contain a list of organizations for Latin teachers, selected nonfiction readers, and a bibliography of Roman history. (RL)

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Atlanta Public Schools

LATIN GUIDE

1970

FL003 928

Foreword

During the last year and a half Latin curriculum committees have been struggling with the problem of specifying language skills and related areas of knowledge. This guide has been developed with the following principles in mind:

1. Because of the high mobility of students in the city of Atlanta, it is essential that Latin teachers agree on the basic objectives and content of the Latin curriculum.

2. The quality of a Latin program must be measured by the extent to which the goals are achieved rather than by the methods and procedures of achieving them. It is not the aim of this guide to prescribe "the way to teach Latin," but rather to make available to the teacher suggested resources and methods which may be useful in selecting and developing appropriate means of helping his students attain the goals.

3. The study of Latin has a unique contribution to make to a student's understanding of the world, past and present, and a greater appreciation of his own language and culture. For a student to realize full value from his study of this important language, he must develop reasonable proficiency in the fundamental skills which then become the vehicle for acquiring knowledge and understanding of the heritage of classical civilization in the modern world.

It is hoped that this guide will prompt all concerned to re-examine the comprehensiveness and soundness of the Latin program in the local school with regard to the skills and related areas of knowledge which are presented here and to make suggestions for the continued improvement of the instructional program in Latin.

Many thanks to all those who have worked in preparing this guide.

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Latin Curriculum Guide

Contents

Foreword	i
Latin Curriculum Committees	ii
Contents	iii, iv
Philosophy and Ultimate Goals	I-1
Who Should Study a Foreign Language	I-1
How Long Should a Foreign Language be Studied	I-1
The Place of Grammar in Foreign Language Teaching	I-2
Flow Chart of Latin Courses	I-3
Suggested Contents for Quarter Courses	I-4
Materials, Resources and Equipment for Each Latin Classroom and Department	I-5
Beginning Latin A - 351210	1
Beginning Latin B - 351220	13
Beginning Latin C - 351230	21
Intermediate Latin A - 352210	31
Intermediate Latin B - 352220	39
Intermediate Latin C - 352230	47
Vergil's Aeneid C - 353210	55
Ovid: Selections from Metamorphoses - 353220	67
Vergil's Aeneid B - 353230	77
Cicero: Selected Orations - 353240	89
Vergil's Aeneid A - 353250	97
Cicero and Sallust: Catilinarian Conspiracy - 353260	109
Advanced Level Latin Survey Courses -	117
Survey Latin Literature A - 354210	119
Survey Latin Literature B - 354220	122

Survey of Latin Literature C - 354230 126

APPENDIX

Organizations for Latin Teachers A-1

Non-Fiction Books in One High School Library Which Has All the Materials That Should Be in Every Latin Classroom A-3

Bibliography - Roman History A-4

FOREIGN LANGUAGE TEACHING IN ATLANTA
Classical Languages

A. Philosophy and Ultimate Goals

The study of foreign languages has a vital contribution to make in the education of today's youth. The ultimate goals of foreign language teaching in Atlanta are as follows:

To enable the student:

1. to read directly without constant recourse to a bilingual vocabulary list

2. to translate some passages of the classical language both to gain an appreciation for the forcefulness and beauty of the classical passage and to achieve an enhanced skill in his own language

3. to apply spontaneously to new situations the language skills one has learned

4. to comprehend new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm

5. to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using acceptable pronunciation and intonation

6. to understand the nature of language and that there are certain relationships between English and the foreign language

7. to evaluate the foreign culture objectively and on its own merits as well as from the standpoint of Anglo-American culture

B. Who Should Study a Foreign Language?

1. Everyone should have the opportunity to study a foreign language at some stage in his educational experience. He should be allowed to continue as long as his abilities and interests warrant.

2. Designation of language courses as "college preparatory" is to be discouraged. There are many young people for whom language study can be a profitable and enjoyable experience regardless of their vocational aspirations. Moreover, unlike the college-bound student, the terminal student may never have another opportunity for the unique experience which foreign language study offers.

C. How Long a Language Should be Studied

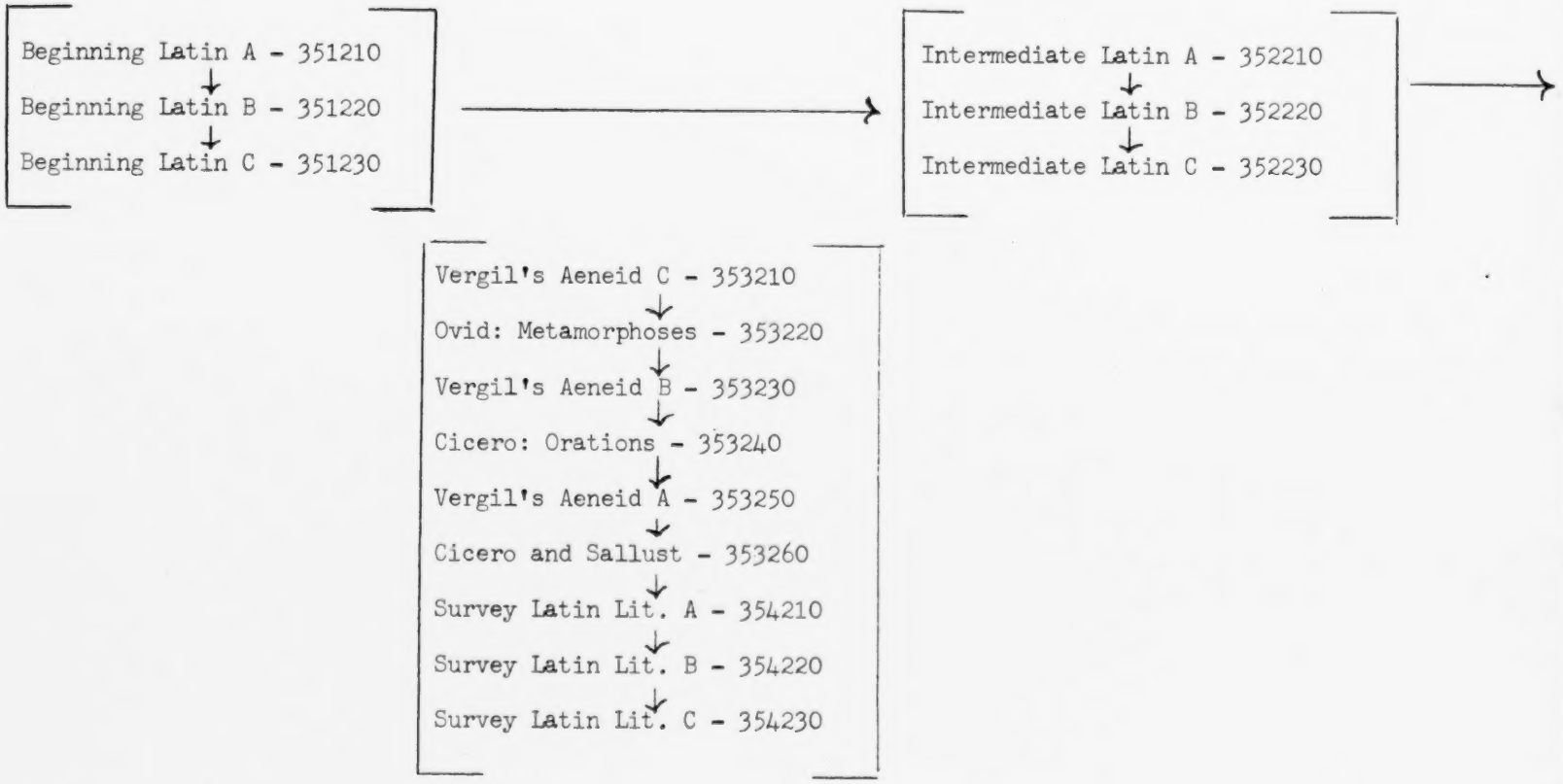
1. With regard to length of study, the first objective should be to establish a minimum of four sequential years in high school in at least one foreign language.

2. Secondary school students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two, but those students whose ability and schedules permit should be encouraged to begin a second foreign language while continuing the first.

D. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate in the foreign language rather than the acquisition of knowledge about the language. Grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, read, and write it rather than by his ability to talk about its structure. A rule of thumb would be "teach only that grammar which is necessary; do not assume that everything is."

FLOW CHART OF LATIN COURSES


Beginning Latin A - 351210
Beginning Latin B - 351220
Beginning Latin C - 351230
Intermediate Latin A - 352210
Intermediate Latin B - 352220
Intermediate Latin C - 352230
Vergil's Aeneid C - 353210
Ovid: Metamorphoses - 353220
Vergil's Aeneid B - 353230
Cicero: Orations - 353240
Vergil's Aeneid A - 353250
Cicero and Sallust - 353260
Survey Latin Lit. A - 354210
Survey Latin Lit. B - 354220
Survey Latin Lit. C - 354230

Latin - Suggested Contents for Quarter Courses

Beginning Latin A - 351210	Units I - V (Introduction and Units) or pp. XIII - XVIII and pp. 1 - 107	Using Latin - Book I (1961 edition) First Year Latin (1966 edition)
Beginning Latin B - 351220	Units VI - XII or pp. 108 - 223	Using Latin - Book 1 (1961 edition) First Year Latin (1966 edition)
Beginning Latin C - 351230	Units XIII - XVIII or pp. 224 - 313	Using Latin - Book 1 (1961 edition) First Year Latin (1966 edition)
Intermediate Latin A - 352210	pp. 1 - 129 or pp. 1 - 99	Using Latin - Book 2 (1963 edition) Second Year Latin (1966 edition)
Intermediate Latin B - 352220	pp. 130 - 238 or pp. 100 - 208	Using Latin - Book 2 (1963 edition) Second Year Latin (1966 edition)
Intermediate Latin C - 352230	pp. 239 - 359 or pp. 209 - 314	Using Latin - Book 2 (1963 edition) Second Year Latin (1966 edition)
Advanced Quarters Vergil's Aeneid C - 353210	Books V - XII	Fourth Year Latin (1967 edition Latin Poetry (1940 edition)
Ovid: Metamorphoses - 353220	Selections, pp. 262 - 331 or pp. 323 - 389	Using Latin III (1967 edition) Third Year Latin (1967 edition)
Vergil's Aeneid B - 353230	Bk. II, line 268 - end Books III and IV	Latin Poetry Fourth Year Latin (1967 edition)
Cicero: Orations - 353240	pp. 144 - 212 or pp. 144 - 233	Using Latin - Bk. III (1967 edition) Third Year Latin (1965 edition)
Vergil's Aeneid A - 353250	Book I and Book II to line 267	Latin Poetry, Fourth Year Latin ('67 ed.)
Cicero and Sallust - 353260	pp. 1 - 138 or pp. 1 - 126	Using Latin III (1967 edition) Third Year Latin (1965 edition)
Survey Latin Lit. A - 354210	Selections	Lockwood's Survey of Classical Roman Lit. Vol. I (1962 edition)
Survey Latin Lit. B - 354220	Selections	Survey of Classical Roman Literature Vol. I and II (1962 edition)
Survey Latin Lit. C - 354230	Selections	Survey of Classical Roman Literature Vol. II (1962 edition)

Materials, Resources, and Equipment for each Latin Classroom and Department

I. Basic Texts:
- Scott-Foresman, Using Latin I-IV
- Allyn-Bacon, Jenny Series I-IV
- University of Chicago Press, Survey of Classical Roman Literature, Vols. I and II
- Heath, Latin Poetry

II. Teacher References:
- Cassell, Latin-English Dictionary
- Gayley, Classic Myths
- Hamilton, Edith, Mythology
- Hamilton, Edith, The Roman Way
- Johnston, H., Private Life of the Romans
- Bennett, Charles, A Latin Grammar

III. Tapes and prepared tests to accompany texts

IV. Maps
- A. Mediterranean World
- B. Europe - including Britain

V. Equipment
- A. Tape recorder or electronic classroom
- B. Film and filmstrip projector
- C. Record player

IV. Supplementary Materials
- A. Readers for students
- B. Films and filmstrips
- C. Tapes
- D. Records
- E. Games

Latin Department

Course Number 351210 Beginning Latin A

Description of Course:

A course to begin the development of the skills of understanding Latin. Some attention is given to reading. Language skills are developed through vocabulary and the following grammatical structures:

1. case endings and simple uses of the 1st and 2nd declensions (Jenney: 3rd decl.)
2. Present, Imperfect, Future and Perfect tenses of the 1st and 2nd conjugation
3. Agreement of adjectives and nouns in gender, number and case
4. Present infinitive
5. Imperatives
6. Irregular verbs, sum and possum

Administrative Requirements:

1. A maximum of 30 students - 25 recommended
2. An electronic classroom with 30 positions
3. A tape recorder
4. A map of the Mediterranean World
5. Access to a record player, film and filmstrip projector, and other audio-visual aids
6. Sufficient number of textbooks for the students
7. Appropriate and recorded tapes and visual aids for the teacher
8. Class sessions of not less than 250 minutes per week

Course recommended for any student who expresses an interest in and a desire to learn Latin.

Beginning Latin A

Objectives of Course

The student is able:

1) to demonstrate knowledge of sounds of Latin words

Given simple questions in Latin using vocabulary studied and structures previously practiced, students should be able to answer orally in Latin with 80% accuracy. Knowledge of accents and macrons must be demonstrated.

2) to identify in context meaning of vocabulary studied

Given a paragraph in Latin using vocabulary studied, student should be able to identify four out of five connotations expressed.

3) to manipulate with facility structures and vocabulary studied

In given Latin sentences, students should be able to identify the noun, adjective, and verb endings studied and make changes of endings according to the use in the sentence of 80% of structures covered.

4) to read for comprehension sentences in Latin with the context of structures and vocabulary studied

Given a paragraph of connected Latin prose, the students should be able to give four out of five ideas expressed.

5) to write simple sentences in Latin, using structures and vocabulary studied

The students should be able to supply correct endings to a completion exercise or render simple English sentences into correct Latin with at least 70% accuracy.

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages

From basic text:

Using Latin, Book I
pp. 8 - 128, 1961 Edition

or

First Year Latin - 1968 Editions
pp. XIII-XVIII
p. 1 - 107

and other resources and materials

Beginning Latin A

Objectives of Course

6) to identify derivatives of vocabulary studied

Given a list of English words derived from Latin words studied, students should be able to give the Latin words and their meaning with 90% accuracy.

7) to demonstrate knowledge of when and where Latin was spoken and of these languages influenced by Latin

Students should be able to name countries whose languages have been influenced by Latin.

Beginning Latin A

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and materials:

Using Latin, Book I
or
First Year Latin

Films

"Why Study Latin"
"Why Study Foreign Language"
"Debt to the Past"

Pamphlets
Maps
Books pertaining to Roman life and culture

Methods and Activities:

"Latin Lives Today"

I. Have bulletin board relating current culture and events to the language.
e.g. The use of Latin in the space program

II. Show films "Why Study Latin" and "Why Study a Foreign Language"

III. Lesson plans might include pattern drills based on vocabulary and the structures being taught in the current lesson

IV. Have students learn Latin forms of greetings and a limited number of conventional terms

V. Have students give reports in English on various aspects of Roman life and customs

VI. Use world map to point out places where the Latin language has influenced the native languages, e.g., France, Spain, Portugal

THIS PAGE LEFT BLANK ON PURPOSE FOR INDIVIDUAL TEACHERS' NOTATIONS.

Beginning Latin A continued on page 6

Contents - Beginning Latin A

Phonology

I. Concepts:

A. Latin pronunciation differs from that of English in that every syllable of a Latin word is pronounced. There are no silent syllables.

B. Unlike English, the same sound symbol always represents the same sound.

II. Skills:

A. Pronunciation of Latin determined by the sound of the letters (vowels, diphthongs, consonants) and by the number and length of syllables in a word.

B. Latin alphabet same as English, except that Latin has no j and no w.

C. Vowels (a,e,i,o,u) same as in English, plus y and a few words borrowed from the Greeks.

D. Diphthongs (ae, au, oe, ei, eu and ui) always long and each always has the same sound.

E. Double consonants, cs or gs, pronounced like x and ds like z.

F. Syllables
1. as many as there are vowels or diphthongs
2. long or short according to the time required in pronuncing it
3. long by nature if it contains a long vowel or a diphthong
4. long by position if it ends with a consonant

G. Accent
1. words of two syllables accented on the 1st
2. words of three or more accented on the next to the last if that is a long syllable

H. Marking of long vowels - a key to pronunciation - e.g. vil'la (weel'la)

Morphology

I. Concepts:

A. Inflection in Latin used more than in English Inflection (a change of meaning of a word by changing its ending)
a. of verbs called conjugation - e.g. amat, monet
b. of nouns called declension e.g. - terram, mihi, bona

B. Agreement of Adjectives in gender, number, case.

C. Ending of verb determined by person, number, tense, voice.

D. Ending of noun determined by number and use in sentence.

II. Skills

A. Nouns
1) 1st, 2nd, 3rd Declensions
2) Nominative, Genitive, Dative, Accusative, Ablative, Vocative cases
3) Singular and Plural Numbers

B. Verbs
1) 1st, 2nd, 3rd Conjugation
2) Present, imperfect, future, perfect, pluperfect, future perfect
3) Singular and plural numbers
4) Active and passive voices

C. Irregular verbs
1) Sum
2) Possum

D. Adjectives
1) 1st and 2nd Declension
2) 5 cases
3) Singular and plural

Contents - Beginning Latin A (Continued)

Syntax	Vocabulary	Culture
I. Concept: Word order of sentences is different from English, especially with reference to verbs, adjectives, and in questions. Normal order of sentence is subject, object and verb, although this order may change for the sake of emphasis. II. Skills: A. Uses of Nouns 1) nominative - subject, predicate nominative 2) genitive - possessive 3) dative - indirect object, dependent dative 4) accusative - direct object, object of prepositions 5) ablative - object of preposition; means; agent; accompaniment 6) Vocative - noun of address B. Agreement of adjectives in gender, number and case C. Questions 1) introduced in interrogative words e.g. cūr 2) -ne attached to word usually the verb at the beginning of the sentence when there is no suggested answer 3) num, used when a negative answer is expected 4) nōnne, used when an affirmative answer is expected.	I. Concept: In spoken and written form, words make up a language. To communicate in that language one must grasp the meaning isolated or in context. Though some structures are parallel, languages cannot be equated word for word. II. Skills: A. 1st declension nouns B. 2nd declension nouns C. 3rd declension nouns (Jenney) D. 1st conjugation verbs E. 2nd conjugation verbs F. 1st declension adjectives G. 2nd declension adjectives, masc, and neut. H. 3rd declension adjectives (Jenney) I. Conjunctions such as et, sed, and quod J. Prepositions as cum, ad K. Adverbs as igitur, bene L. Irregular verbs, sum and possum	Introduction to Roman culture should be an integral and natural part of teaching Latin but should not take the place of teaching the language. The textbooks with their photographs in color and black and white cover the full range of Roman sculpture, painting, architecture. The textual material introduced the student to the majestic civilization of Rome. Roman culture is also introduced by means of tapes, films, filmstrips and supplementary reading. Roman religion is introduced through the study of mythology and Roman history through the reading lessons in the texts.

Beginning Latin A

Suggested Content

Introduction:

1) Pronunciation
2) Cases of a Latin noun - singular and plural
3) Verb endings - singular and plural
4) Ablative and accusative with prepositions
5) Our debt to Latin

Unit I:

Scott-Foresman:

1) Genitive Case; Possession
2) Tense; Forms of sum; Person, Number
3) Dative Case; Indirect Object
4) Dative with adjectives; Masculine Nouns in -a

Allyn-Bacon (Lessons I-V)
1) First Declension
2) Present Indicative
3) Direct Object
4) Conjugation of sum

Unit II

Scott-Foresman:
1) Questions and answers
2) Declension I - Summary and Case uses
3) Conjugations I, II: Infinitives, Present Stem/Tense

Allyn-Bacon (Lessons VI-X)
1) Second Declension
2) Prepositions
3) Second Declension: Neuter
4) Adjectives

Unit III

Scott-Foresman
1) Indicative, Imperative; Vocative case
2) Clauses, Conjunctions
3) Adverbs
4) Forms of possum; complementary infinitive

Suggested Resources, Materials, Media, Methods, Activities

Resources:

1) Tapes on pronunciation
2) "Why Study Foreign Language" film
3) "Why Study Latin" - film
4) Maps
5) Gayley's Classic Myths
6) Sabin, Frances E., Classical Myths that Live Today
7) Johnston, Mary, Roman Life
8) Tapes Accompanying text
9) Manual accompanying text

Activities and Methods:

1) Latin Bingo to teach vocabulary
2) Workbook Assignments
3) Groups assigned to make posters illustrating Roman life
4) Pattern practices to manipulate structures
5) Questions and answer exercises in Latin to understand idea and to manipulate structures
6) Vocabulary matches
7) Baseball game with vocabulary and with identifying uses in the sentence
8) Latin songs
9) Oral reading for practice of pronunciation
10) Dramatization of stories to show comprehension
11) Group work to discuss comprehension of readings
12) Translation and analyzing of difficult passages

Beginning Latin A

Suggested Content

Suggested Resources, Materials, Media, Methods, Activities

Unit III (Continued)

Allyn-Bacon (Lessons XI-XV)
1) Imperfect and Future Tenses
2) Adjectives in -er
3) Conjugation of Sum
4) Principal parts of verbs

Unit IV:

Scott-Foresman
1) Second Declension nouns in -us, -er and -r
2) Vocative in -e
3) Second Declension nouns - neuter
4) 1st and 2nd Declension Adjectives
5) Agreement of Adjectives and Nouns in gender
6) Conjugations I and II
7) Future Tense
8) Ablative without preposition

Allyn-Bacon (Lessons XVI-XX)
1) Perfect Tense
2) Pluperfect and Future Perfect Tenses
3) Imperatives and Vocatives
4) Adverbs

Unit V:

Scott-Foresman
1) Perfect Tense
2) Principal Parts of Verb; Perfect Stem
3) Variations of Perfect Stem

Allyn-Bacon (Lesson XXI-XXVII)
1) Third Declension nouns
2) Second Conjugation
3) Third Declension Adjectives
4) Passive Voice

Suggestions for Evaluation
(Beginning Latin A)

I. To recognize and repeat sounds of Latin words

A. Given 10 simple sentences in Latin, using vocabulary which has been covered, students should be able to answer in Latin sentences with 80% accuracy.
e.g. Ubi est Gallia?
Gallia est in Eurōpā.

B. From a given paragraph ask students to select 10 nouns. Divide nouns into syllables, place accent mark, and be prepared to pronounce orally with 80% accuracy.

II. To recognize in context meaning of vocabulary studied

A. From a given paragraph, ask students to select 10 Latin words from which English words are derived. Give the meaning of the Latin and the English word with 80% accuracy.
e.g. Spectāte pictūram
spectāte - look at
spectator - one who looks at
pictūram - picture
picture - framed scene

B. Read given paragraph in Latin. Write a short paragraph in English with 60% accuracy.

III. To manipulate with facility structures and vocabulary studied

A. Given ten sentences in Latin, students should change correctly subject of each and make other necessary changes of person and number of the verb in at least eight. Given ten sentences in Latin, students should reverse subjects and objects using correct endings in at least eight.

B. Translate the underlined words in these sentences. The student should be able to translate the underlined phrases of 10 sentences illustrating the specific grammatical structures studied with 70% accuracy.
1) He is running with great speed. Magnā cum celeritāte
2) He is walking with a friend. cum amīco
3) He wounded his horse with a sword. gladiō

IV. To read for comprehension sentences in Latin within the context of structures and vocabulary studied.
e.g.

A. In a given lesson, the story may be read by six pupils, each of whom summarized his paragraph in English, while others challenge any incorrect statement.

B. Questions may be asked in English and in Latin which would test the student's comprehension accuracy.

C. The class may be divided into groups. Each group would dramatize the story as understood by the group. The group would evaluate each other's presentation.

V. To write sentences in Latin, using structures and vocabulary studied.

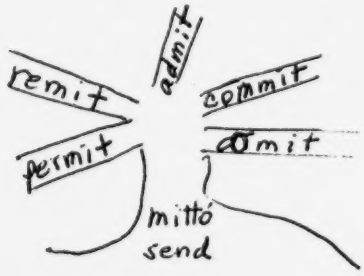
A. Distribute a sheet that contains questions in Latin on the text and tell the students to write out the answers in complete Latin sentences. This will test the knowledge of structures and vocabulary studied. Students should be able to do this with 70% accuracy.

B. Give to students a page of incomplete sentences about the story. Have students to complete them. This should be done with 80% accuracy.

VI. To identify derivatives of vocabulary studied

A. In a given paragraph underline at least 10 Latin words from which an English word is derived and give an English derivative.
e.g. Deīs - deity
dōna - donation
multa - multitude
pulchra - pulchritude

B. Give each student a sheet of paper on which a tree is outlined. On the trunk of the tree a Latin word is written. The student should be able to write a derivative on five branches of the tree.



Students should accomplish this with 90% accuracy.

VII. To learn when and where Latin was spoken and the languages influenced by Latin.
e.g. On a map, point out countries whose language has been influenced by the Latin language.

Latin Department

Course Number 351220 Beginning Latin B

Description of Course:

A course to investigate mythology and some aspects of daily Roman life and to continue the development of the skills of understanding, reading and writing Latin. Additional vocabulary and structures assist in more advanced reading.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended

2) Sufficient number of textbooks

3) A tape recorder

4) A map of the Mediterranean world

5) Access to a record player, film and filmstrip projector and other audio-visual aids

6) Appropriate and recorded tapes and visual aids for the teacher

7) Class sessions of not less than 250 minutes per week

Course recommended for any student who has successfully completed Beginning Latin A and desires to continue his study of Latin.

Beginning Latin B

Objectives of Course

The student is able:

1) to read orally and pronounce Latin with increased facility

2) to increase working vocabulary and inflection forms

3) to manipulate forms for meaning (orally or in writing) in Latin sentences of increasing difficulty

4) to comprehend Latin sentences without recourse to English

5) to reply to questions based on content of sentences or passages

6) to analyze grammatical constructions

7) to summarize in English material read

8) to identify derivatives of vocabulary studied

9) to investigate mythology and some aspects of daily Roman life

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages

From Basic Text:

Using Latin, Book I, Units VI-XII
First Year Latin, pp. 108-223

and other resources and materials

Beginning Latin B

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials:

Using Latin - Book I or First Year Latin, Jenney
Filmstrips
Life Filmstrips - Series of the history of Rome
9 Rockefeller Plaza, New York, N.Y. 10020

Films

"Ancient Rome"
"Life in Ancient Rome"
"Rose of Roman Empire"
"The Road to Rome"
"Julius Caesar"
"Buried Cities"
"The Assassination of Julius Caesar" - You are There Series

Maps
Reference Books
Hamilton, Edith, Mythology
Oxford Classical Dictionary
Cassell's Latin-English and English-Latin Dictionary
Auxilium Latinum
Dr. A. E. Warsley, Editor, P. O. Box 501, Elizabeth, N.J.
The National Geographic Magazine - valuable for articles and pictures connected with the Roman scene

Methods and Activities:

I. Have bulletin board relating to mythology

II. Show films

III. Lesson plans might include pattern drills based on vocabulary and structures being taught in the current lesson

IV. Have students learn some Latin expressions which will be useful for classroom conversation
e.g. Heus! - Hello
Salvēte, discipulī - Good morning, students
Salvē, magistra - Good morning, teacher!
Adsum! - Present
Audīte - (To the class) - Listen!

V. Have students give assigned reports on Roman gods and goddesses

VI. Have students learn common abbreciations from Latin
e.g. A.D. - Annō Dominī
A.M. - ante meridiem
P.M. - post meridiem
e.g. - exemplī gratiā
i.e. - id est

VII. Memory work - Fidēs obligāta - Pledge of allegiance

VIII. Study of Roman calendar and its contributions to our calendar

Contents - Beginning Latin B

Phonology

I. Concepts:
- A. Latin pronunciation differs from that of English in that every syllable of a Latin word is pronounced. There are no silent syllables.
- B. Unlike English, the same sound symbol always represents the same sound.

II. Skills
- A. Pronunciation of Latin determined by the sound of the letters (vowels, diphthongs, consonants) and by the number and length of syllables in a word.
- B. Latin alphabet same as English, except that Latin has no j and no w.
- C. Vowels (a,e,i,o,u) same as in English, plus y and a few words borrowed from the Greeks.
- D. Diphthongs (ae, au, oe, ei, eu, and ui) always long and each always has the same sound.
- E. Double consonants, cs or gs, pronounced like x and ds like z.
- F. Syllables
  1. as many as there are vowels or diphthongs
  2. long or short according to the time required in pronouncing it
  3. long by nature if it contains a long vowel or a diphthong
  4. long by position if it ends with a consonant
- G. Accent
  1. words of two syllables accented on the 1st
  2. words of three or more accented on the next to the last if that is a long syllable
- H. Marking of long vowels - a key to pronunciation - e.g. vil'la (weel'la)

Morphology

I. Concepts:
- A. Inflection in Latin used more than in English Inflection (a change of meaning of a word by changing its ending)
- B. Agreement of Adjectives in gender, number, case
- C. Ending of verb determined by person, number, tense, voice
- D. Ending of noun determined by number and use in sentence

II. Skills
- A. Nouns
  1. 3rd declension M,F, and N
  2. 3rd declension nouns ending in -tor/or
  3. 3rd declension nouns ending in is/es
  4. 3rd declension nouns ending in -tās/-tūdō
  5. 3rd declension - Genitive plural in ium
- B. Verbs - 4th conjugation
  1. Present, imperfect, future, and perfect tenses
  2. Singular and plural nos.
- C. Irregular Imperatives e.g. dīc, dūc, fac, fer
- D. Imperative of Conj. III, IV and negative commands
- E. Adjectives
  1. Superlative
  2. Irregular superlative forms

Syntax

I. Concept:

Word order of sentences is different from English, especially with reference to verbs, adjectives, and in questions.

Normal order of sentence is subject, object and verb, although this order may change for the sake of emphasis.

II. Skills

A. Adjectives
   1. Superlatives of 1st and 2nd declension adj.
   2. irregular superlatives of 1st and 2nd decl.

B. Nouns
   1. gen. pl. ium of some 3rd decl. nouns
   2. formation of Latin diminuitives

C. Pronouns
   1. Demonstrative
   2. Reflexive
   3. Intensive
   4. Personal
   5. Interrogative

D. Verbs
   1. Pres. - imp. - fu and perf. tense of Conj. III, IV
   2. Infinitives of conj. III, IV
   3. Imperatives of conj. III, IV
   4. Irregular imperatives of Conj.III

Vocabulary

I. Concept:

In spoken and written form, words make up a language. To communicate in that language one must grasp the meaning isolated or in context. Though some structures are parallel, languages cannot be equated word for word.

II. Skills:

A. 3rd declension nouns m/f/n
B. 3rd conjugation verbs
   1. imperative
   2. irregular imperatives
C. 4th conjugation verbs - imperative
D. Superlative of 1st and 2nd declension adj.
E. Irregular Superlative forms of 1st declension adj.
F. Conjunctions such as dum, nōn sōlum, sed etiam, quamquam
G. Adverbs as aliquandō, etiam, ibi
H. Pronouns
   1. Demonstrative - hic and ille
   2. Intensive - Ipse
   3. Relative - Qui
   4. Reflexive - Sē
   5. Personal - Ego, tú
   6. Interrogatives - Quis, quid
I. Prepositions as ante, extrā, apud
J. Idioms as in mātrimōnium, dūcere, grātiās, agere

Culture

Introduction to Roman culture should be an integral and natural part of teaching Latin but should not take the place of teaching the language. The textbooks with their photographs in color and black and white cover the full range of Roman sculpture, painting, architecture. The textual material introduced the student to the majestic civilization of Rome. Roman culture is also introduced by means of tapes, films, filmstrips and supplementary reading.

Beginning Latin B

Suggested Content

Unit VI:

Scott-Foresman

1. Conjugations III, IV
   a. Present Tense
   b. Imperfect Tense
   c. Future Tense
   d. Infinitives
2. Imperfect Tense of Conjugations I, II

Unit VII:

Scott-Foresman

1. Superlative of Adjectives
2. Irregular Superlative
3. Nunc/jam; Imperative of Conjugations III, IV; Negative Commands
4. Irregular Imperatives: dīc, dūc, fac, fer

Allyn-Bacon, pp. 108-156

1. Numerals
2. Third Declension - I stems
3. Third conjugation
   a. Perfect Tense
   b. Passive Voice
4. Pronouns
   a. Demonstratives
   b. Personal
   c. Relative
   d. Interrogative
5. Fourth Declension

Unit VIII

Scott-Foresman

1. Conjugations III, IV: perfect tense
2. Perfect Tense of all four conjugations
3. Summary of Present, Imperfect Future, Perfect Tenses of Conjugations I, II, III, IV

Allyn-Bacon, pp. 159-170

1. Fourth conjugation
2. Third conjugation
3. Fifth declension
4. Possum and Infinitives

Unit IX:

1. Demonstrative Pronoun
2. Reflexive Adjective
3. Demonstratives hic and ille
4. Intensive ipse
5. Declension and use of īdem, eadem, idem

Allyn-Bacon, pp.182-196

1. Comparison of adj. and adv.
2. Irregular comparison
3. Declension of irregular adj.

Unit X:

1. Relative Pronoun; Declension Use; with cum
2. Reflexive Pronoun in Third Person
3. Personal Pronouns ego/tū Reflexives; with cum
4. Interrogative Pronoun
5. Interrogative Adjective

Allyn-Bacon, pp. 200-209

1. Infinitives
2. Indirect discourse

Unit XI:

1. 3rd Declension nouns M/F: case endings
2. 3rd Declension Nouns: N : case endings
3. 3rd Declension Nouns ending in -tor/ -or
4. 3rd Declension Noun ending in -is/-ēs
5. Genitive Plural in - ium
6. Latinnouns in -or/-tor formed from verbs
7. Latin diminuitives
8. Nouns designating family relationships

Allyn-Bacon, pp. 210-223

1. Reflexives
2. Participles

Unit XII:

1. Nouns ending in tās/tūdō
2. Nouns ending in iō/-ō/-en
3. Nouns in -tās, -tūdō, iō Formed from adjectives/Verbs

Suggestions for Evaluation
(Beginning Latin B)

I. To read orally and pronounce Latin with increased facility

A. Have two or three students read the story, each reading a paragraph in turn. Ask other students to read phrases or sentences they do not understand, and call on volunteers to translate these passages.

B. Have one pupil read the Latin, and another tell the story in English. Other members of the class may question the reader about form.

II. To increase working vocabulary and inflection forms

A. Write on the board in parallel columns the endings of 1st and 2nd declension nouns. Add long marks where required.

B. From the lesson of the day, last at least 10 English derivatives and the Latin word from which it came.

III. To manipulate forms for meaning in Latin sentences of increasing difficulty

A. Select 10 constructions from lesson and have student identify with 70% accuracy.

B. Have student decline vōx clāra

IV. To comprehend Latin sentence without recourse to English

A. Indicate <u>true</u> or <u>false</u> statements based on the story of the lesson.

B. Make a list of 10 questions in English based on the story.

V. to reply to questions based on content of sentences or passages

A. Make a list of 10 questions based on story of lesson. Have student answer these with 80% accuracy.

B. Underline one construction in each of the above sentences. Have student identify this construction. This should be done with 80% accuracy.

VI. to analyze grammatical constructions

A. Give student a Latin sentence of 10 words - identify part of speech and construction of each word.

B. Give 10 incomplete Latin sentences to each student. Have student complete these with a special construction.

Beginning Latin B
Suggestions for Evaluation (Continued)

VII. To summarize in English materials read
- A. Have students dramatize selection
- B. Have story read as a dialogue or as a pantomine

VIII. to identify derivatives of vocabulary studied
- A. Identify as many derivatives as possible from story
- B. List as many related words as possible or word families

IX. to investigate mythology and some aspects of daily Roman life
- A. Have students read and report about background story of the lesson
- B. In as many ways as possible tell how "Latin Lives Today".

Latin Department

Course Number 351230 Beginning Latin C

Description of Course:

A course to expand knowledge of mythology and aspects of daily Roman life and to continue the development of the skills of understanding, reading and writing. More complex grammar includes dependent clauses and participial uses.

Administrative Requirements:

1) Recommended class size of 25 or under

2) Sufficient number of textbooks

3) Related materials (tapes, maps, etc., for the teacher)

4) Adequate equipment for the use of the materials. (A tape recorder in the classroom is essential) for class in which the audio-lingual technique is used.

Course recommended for any student who has successfully completed Beginning Latin B and desires to continue his study of Latin.

Beginning Latin C

Objectives of Course

The student is able:

1) to read Latin aloud for meaning

2) to increase working vocabulary and inflectional forms

3) to manipulate (orally and in writing) with increased skill structures studied

4) to recognize and analyze more complex syntax

5) to comprehend with more facility Latin readings

6) to identify derivatives of vocabulary studied

7) to continue to investigate mythology and aspects of daily Roman life

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages

From Basic text:

Using Latin - Book I - Units XIII-XVIII

First Year Latin, pages 224-313

and other resources and materials

Beginning Latin C

Suggested Resources, Materials, Iedia, Methods and Activities

List of Resources and materials:

Using Latin - Book I
or
First-Year Latin - Jenney

Maps
Reference Books:
Hamilton, Edith, Mythology
Johnston, Mary, Roman Life and Culture
Gayley, Charles M., Classic Myths in English Literature and Art
Guerber, Helene A., Myths of Greece and Rome
Davis, W.S., A Day in Old Rome

Films:
Italy
Rome: City Eternal
Debt to the Past - Language and Communication
The Roman Wall
On Mediterranean Shores
Our Inheritance from the Past

Filmstrips:
Richard H. Walker, The Tutor that Never Tires
Box 327, Bronxville, N.Y. 10708

Tapes:
17996 Latin Laffs . . . . 60 min.
17858 - 17862 Latin - Basic Structure .... 30 min.
Allyn-Bacon tapes
Scott-Foresman tapes

Methods and Activities:

I - "Quis Sum" reports on mythological characters

II - Educational Recordings, Materials Division
180 E. 6th St., St. Paul, Minn. 55101
"Appella Me" series - history, fairytales, and mythology in combined English and Latin dialogues; "Peter of Paris" series - contemporary conversations in elementary Latin - $5.95 ea. tape

III - Latin newspaper for students
Res Gestae, published by Yale Book Co., 34 Butternut St., Toronto 6, Canada

IV - Walkie-Talkie Latin - Yale Book Co.

V - Plays, projects, posters, games from Service Bureau, American Classical League, Miami University, Oxford, Ohio
ex. of games - Latin Bingo

Contents - Beginning Latin C

Phonology	Morphology
- SAME AS BEGINNING LATIN A	I. Concepts SAME AS BEGINNING LATIN A II. Skills A. Nouns 1) 4th declension 2) 5th declension B. Verbs 1) Present participle 2) Active and Passive voices 3) Perfect participle - use of abl. absolute 4) Past Perfect Active and Future Perfect Active 5) Present Active inf. - usage in indirect discourse 6) Present passive inf. 7) Subjunctive and its use in subordinate clauses 8) Irregular and deponent verbs 9) Gerunds and gerundives 10) Fu. act. and passive participles C. Adjectives 1) 3rd declension a. comparatives b. superlatives

Contents - Beginning Latin C

Syntax	Vocabulary	Culture
I. Concept - SAME AS A II. Skills - SAME AS A - with following additions: A. Nouns 1. comparison of 2nd and 4th declension 2. two forms of 5th declension - ex. rēs and diēs B. Verbs 1. Construction and use of verbals a. participles b. gerunds c. gerundives 2. Use of infinitives a. complementary b. indirect discourse 3. Use of subjunctive mood in subordinate clauses a. purpose b. result c. hortatory	I. Concept - SAME AS A II. Skills - SAME AS A - with additions of new words in subsequent lessons A. Nouns of 4th and 5th declension B. 3rd declension adjectives C. deponent and irregular verbs	SAME AS A - with increased appreciation of our heritage from the Romans in the field of 1. architecture 2. law 3. space 4. science 5. literature 6. art

Beginning Latin C

Suggested Content

Suggested Resources, Materials, Media, Methods and Activities

Unit XII:

Scott-Foresman
1. 3rd declension adjectives
   a. comparison of reg. adj.
   b. irregular comparison of adjectives
2. Comparison of Adjectives ending in lis/er
3. Regular and irregular comparison of adverbs

Unit XIV:

Scott-Foresman
1. Latin numbers
2. Ablative of Time
3. Mīlle and mīlia
4. Present Active Participles
5. Accusative of Extent of Space/Time

Unit XV:

Scott-Foresman
1. Active/Passive Voice
2. Ablative of Agent
3. Perfect Participles
4. Past Perfect/Future Perfect Active
5. Perfect System in Passive Voice

Unit XVI:

Scott-Foresman
1. Infinitives
   a. present active
   b. present passive
   c. perfect active
   d. future active
2. Conjugation of eō and compounds

Unit XVII:

Scott-Foresman
1. Ablative Absolute - free translation
2. Ablative with/without Preposition

Unit XVIII:

1. Use of Volō and Nolō
2. 4th and 5th declension nouns
3. Present Subjunctive

Beginning Latin C

Suggested Content

First Year Latin, pages 224 - 313

I. The Subjunctive mood
   A. Hortatory
   B. Purpose Clause
   C. Result Clause
   D. Indirect question
   E. Relative clause

II. Regular verbs
   A. Ferō and Eō
   B. Volō, Nōlō, and Mālō
   C. Deponent verbs

III. Verbals
   A. Gerund and Gerundives
   B. Infinitives - Indirect Discourse
   C. Participles
      a. present, future active and passive with sum
      b. ablative absolute

IV. Dative with intransitive verbs

Beginning Latin C

Suggestions for Evaluation

1. To read Latin aloud for meaning
   a. Have students read aloud, dividing the Latin passage into thought units
   b. Before formal translation is given, have other students tell in their own words what the passage is about

2. To increase working vocabulary and inflectional forms
   a. Word identification - Each group of words contains a word which does not belong with the others. Find it and identify the group to which it belongs
      1) amīcus, vīcum, nautae, cum, deus
      2) circum, tam, sub, ad, prope
   b. Make a declension chart with certain cases blank. Fill in the blank spaces.

nom.	aciēs	prīma
gen.	_____	prīmae
dat.	_____	primae
acc.	aciem	_____
abl.	_____	primā

3. To manipulate (orally and in writing) with increased skill structures studied
   a. Drills, such as the following: (Give these verb forms)
      1) 3rd person singular pres. subj. act.
         a) hiemō
         b) audeō
         c) tollō
   b. Place in parentheses at the right the number of the Latin word or phrase that correctly translates each English phrase and completes the Latin sentence.
      1. _____ (having given the signal) dux processit. (1)
      (1) signō dātō, (2) dāns signum, (3) signum datum, (4) signum dedit

4. To recognize and analyze more complex syntax
   a. Use check marks to tell the forms of these verbs

Ex. facere	Inf.	Part.	Pres. Act.	Pres. Pass	Perf. Act.	Perf. Pass	Fu.Act
	✓		✓				
expulsus		✓				✓	

   b. Translate into Latin - use a negative command
      Ex. Don't stay here, stranger.
      Nōlī manēre hīc, advena!

5. To comprehend with more facility Latin readings
   Give a story to be read in Latin. Check for 80% accuracy in comprehension by giving a true-false quiz.

Beginning Latin C

Suggestions for Evaluation

6. To identify derivatives of vocabulary studied
   a. Complete and spell correctly an English derivative of each Latin word
      1) expellō - expuls ion
      2) emo - red empt ion
      3) accidō - accide nt
   b. What are the "space" terms in modern English terminology that are derived from the following:
      capiō - capsule
      iaciō - jet
      mittō - missile

7. To continue to investigate mythology and aspects of daily Roman life
   a. Match these proper names with their descriptions by placing the letter of the appropriate name after each description.

Ex.		
a. Caesar	1. The legendary founder of Rome	l
b. Cicero	2. The conqueror of Gaul	a
c. Cleopatra	3. the hero who held a bridge and saved Rome	h
d. Cornelia	4. the greatest Roman orator	b
e. Daedalus	5. the conqueror of Hannibal	m
f. Etruscans	6. the flyer who fell into the sea	i
g. Gracchi	7. the brother of the founder of Rome	j
h. Horatius	8. the two reformers who lost their lives	g
i. Icarus	9. the mother of these reformers	d
j. Remus	10. the people who lived north of the Tiber	f
k. Romans		
l. Romulus		
m. Scipio		
n. Tarquin		
o. Ulysses		

   b. Complete these sentences by filling in the blank spaces correctly
      1) Rome was founded in 753 B.C.
      2) Rome was called "The Eternal City".
      3) The Roman living room was called the atrium.
      4) Roman floors were often made of mosaic (tile)
      5) A Roman country home was called a villa.

Latin Department

Course No. 352210 Intermediate Latin A

Description of Course:

A course to introduce events of Roman History and to develop skills in manipulating complex Latin structures.

Administrative Requirements:

1) Recommended class size of 25 or under

2) Sufficient number of textbooks

3) Related materials (tapes, maps, etc.) for the teacher

4) Adequate equipment for the use of the materials (a tape recorder is essential for classes in which the audio-lingual technique is used).

Course recommended for any students who express an interest in and who have completed successfully Beginning Latin A, B, and C.

Intermediate Latin A

Objectives of Course

The student should be able:

1) to demonstrate skill in manipulating cumulative structures and vocabulary including all inflectional forms and the uses of the subjunctive

2) to identify derivatives of vocabulary studied

3) to read Latin with increased skill in comprehension

4) to demonstrate knowledge of events of Roman history as encountered in material read.

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages.

From Basic Text:

Using Latin, Bk. 2, pp. 1-129
1963 edition

Second Year Latin, pp. 1-99
1966 edition

and other resources and materials

Intermediate Latin A

Suggested Resources, Materials, Media, Activities

Biography and History:

Hamilton, Edith, The Roman Way
Plutarch, The Lives of Noble Grecians and Romans
Showerman, Grant, Eternal Rome
Tappan, Eva, The Story of the Roman People

Social Life and Customs:

Davis, W.S., A Day in Old Rome
Gwynn, Aubrey, Roman Education from Cicero to Quentilian
Johnston, Mary, Roman Life

Classical Mythology:

Gayley, Charles M., Classic Myths in English Literature and Art
Hamilton, Edith, Mythology

Historical Fiction:

Anderson, Paul L., For Freedom and for Gaul
A Slave of Catiline
Buliver, Lytton, Sir Edward, The Last Days of Pompeii
Church, A. J., Lucius: The Adventures of a Roman Boy
Sienkiewicz, H.K., Quo Vadis
Wilder, Thornton, The Ides of March

Methods, Activities:

1. Devote the first few weeks to reviewing of the fundamentals - forms, syntax, and vocabulary
2. Use an abundance of drill and sentence exercise material for adequate practice
3. Research project activities
   a. Roman history
   b. Roman religion
   c. Aspects of Roman life, culture, civilization
   d. Biography
   e. Occupations
4. Original writings, in English and in Latin, based on material read
5. Model making
   a. Temples
   b. Roman house
   c. Weapons
6. Group and Club Activities

Audio-visual Aids

Coronet Films, Coronet Bldg., Chicago, Ill. 60601
Life in Ancient Rome, etc.
Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Willmette, Ill. 60091
Educational Materials Division, 180 E. 6th St., St. Paul, Minn. 55101
Life Filmstrips, 9 Rockefeller Plaza, New York, 10020

Contents - Intermediate Latin A

Textbooks: Using Latin, Book II, pp. 1-129, Second Year Latin, Jenney, pp. 1-99

Phonology	Morphology
SAME AS BEGINNING LATIN I	I - Concept SAME AS BEGINNING LATIN I II- Skills A. Review of nouns and verbs 1. the verb ferō 2. irregular verb fiō 3. deponent verbs B. Review of verbals C. Review of vocabulary D. Subjunctive Mood 1. Hortatory 2. Clauses a. Purpose b. Result c. Indirect question d. "cum" clauses e. anticipatory 3. Independent

Intermediate Latin A

Syntax	Vocabulary	Culture
SAME AS LATIN I	I - Addition of new words in lessons and continued study of derivatives II - Special emphasis on A. deponent verbs B. irregular verbs 1. ferō 2. volō 3. nōlo 4. fiō 5. eō	I - Lessons in Roman life A. Roman marriage B. Roman dinner C. Roman sacrifices II - The Argonauts III - The eruption of Mt. Vesuvius IV - The Alcestis Story V - Selections from the Punic War A. Comparison of Roman and Carthaginian Culture B. Comparison of Roman and Carthaginian gods

Intermediate Latin A

Suggested Content

Scott-Foresman, pp. 1-129

I - pp. 1-80
- A. Intensive review of first year Latin
- B. Indirect statement
- C. Ablative Absolute
- D. Ablative uses
- E. Eō and Compounds
- F. Verbs volō and nōlō
- G. 4th and 5th declension nouns

II - pp. 81-129
- A. Imperfect subjunctives
- B. Purpose Clauses
  1. vt
  2. nē
  3. quī
- C. Past Perfect subjunctive
- D. Cum clauses
  1. causal
  2. descriptive
  3. concessive
- E. Anticipatory Subjunctive
- F. Indirect questions
- G. Gerunds and gerundives

Second Year Latin, Jenney

I - The Declension of Nouns

II - The Conjugation of Verbs

III - Adjectives and Adverbs

IV - Pronouns

V - The Infinitive
- A. Complementary
- B. Indirect discourse

VI - Participles; Ablative Absolute; Gerund

VII - The Subjunctive Mood
- A. Purpose clauses
- B. Result clauses
- C. Indirect question
- D. "Cum" clauses

VIII - The Argonauts (Reading lesson)

Suggested Resources, Materials, Media, Methods, Activities

Intermediate Latin A

Suggestions for Evaluation

I - To demonstrate skill in manipulating cumulative structures and vocabulary including all inflectional forms and the uses of the subjunctive.

A. Change each of these nouns to the corresponding plural form

1. potestate - potestātibus
2. lucem _____
3. populī _____
4. fugā _____
5. salūs _____

B. In each sentence underline the term that will make the sentence gramatically correct.

1. Rogat ubi discipulī (sint, essent)
2. Flūmen tam lātum erat (nē, ut nōn) transīre posset.
3. Vēnērunt ut amīcōs (videant, vidērent).
4. Cum hostem (vicerit, vīcisset), nōn iam pugnābit.
5. Cum insidiās (timeat, timēret), tamen iter fēcit.

II - To identify derivatives of vocabulary studied

A. Give the Latin origins of the following words:

1. debt - debeō
2. invalid - _____
3. revolution _____
4. current - _____
5. scripture - _____
6. visual - _____

B. In a given passage, try to find as many words with clues as possible.

ex: 1. sententia (sentiō, feeling, mind)
2. finitimos (finis, boundary)
3. jugum (jungō, join)
4. natōs (native) born, risen

III - To read Latin with increased skill in comprehension

A. Given a paragraph to read, ask students to answer certain factual questions related to the cite passage.

B. To arouse interest, write several key phrases on the board. These phrases are from the lesson. Let the student explain these to the class.

ex: jungere duōs taurōs
dentē s draconis serere
virī armātī

IV - To demonstrate knowledge of events of Roman history as encountered in material read.

A. *Identify the following:

1. Rhodanus _____
2. Sequani _____
3. Dumnorix _____
4. Sequana _____
5. Lemannus _____
6. Rehmus _____
7. Allobrogēs _____
8. Labienus _____
9. Garunna _____
10. Matrona _____

B. Mark each statement true (T) or false (F):

1. The Jura mountain range bounds Helvetia on the West. _____(T)
2. Piso was a Roman consul. _____
3. The Helvetians were a peace-loving people. _____
4. Orgetorix was a powerful noble. _____
5. The Latobrigi were a tribe of Helvetians. _____

(From Latin for Americans Progress Tests)

Latin Department

Course Number 352220 Intermediate Latin B

Description of Course:

A course to summarize and organize all basic structures of Latin and to increase knowledge of Latin culture.

Administrative Requirements:

1) Recommended class size of 25 or under
2) Sufficient number of textbooks
3) Related materials (tapes, maps, etc.) for the teacher
4) Adequate equipment for the use of the materials (A tape recorder in the classroom is essential for classes in which the audio-lingual technique is used.)

Intermediate Latin B

Objectives of Course

The student should be able:

1) to manipulate with facility the essential structures of the Latin language

2) to read Latin with facility and understanding

3) to convey in smooth English the meaning of a Latin passage

4) to write complex sentences in Latin with the structures and vocabulary studied

5) to demonstrate an understanding of the mythology and Roman history as reflected in selections read

Suggested Content

Phonology, morphology, Syntax, Vocabulary and Culture as outlined on the following pages

From Basic Text:

Using Latin, Bk. 2, pp. 130-238
1963 Edition

Second Year Latin, pp. 100-208
1966 edition

and other resources and materials

Intermediate Latin B

Suggested Resources, Materials, Media

List of Resources - same as Intermediate Latin A

Using Latin, Bk. II, pp. 130-238
Second Year Latin (Jenney) pp. 100-208
The Argonautica - Loeb
Barrow, R. H. The Romans - A study of Rome's civilization and its effect on modern life
Brady, Lt. Col. S.G. Caesar's Gallic Campaigns - Valuable background material from the military viewpoint
Biography and History - Same as Intermediate Latin A
Social Life and Customs - Same as Intermediate Latin A
Baumann, Hans, I Marched with Hannibal
Cottre l, Leonard, Hannibal, Enemy of Rome
Songs
A. Carmina Latina - American Classical League
B. Robertson, J.C. - Latin Songs and Carols - A.C.L.

Methods, Activities

1. Oral and written drills and exercises

2. Dialogues to convey historical, cultural or biographical information

3. Sponsoring and participating in "Latin Week"

4. Viewing slides, films, TV programs on subjects connected with classwork or Roman culture in general

5. Learning Latin songs

6. Topographical map
   a. Rome at specified date
   b. Italy
   c. Gaul and Southern Britain
7. Latin bingo

8. Crossword puzzles in Latin

9. Bulletin boards calling attention to Latin in our life today

Classical Mythology - same as Intermediate Latin A

Audio-Visual Aids

1. The Assassination of Julius Caesar - You are There - McGraw-Hill
2. Four Views of Caesar by himself, Plutarch, Shakespeare and G.B. Shaw

Contents - Intermediate Latin B

Phonology	Morphology
Same as Intermediate Latin A	I. Concept - Same as Intermediate Latin A II. Skills - Increased Facility in reading comprehension

Intermediate Latin B

Syntax	Vocabulary	Culture
1. Recognizing grammatical constructions already taught 2. New uses of dative case (a) purpose (b) reference (c) possession (d) with special verbs 3. Ablatives with certain deponents 4. New uses of genitive 1. description 2. measure 3. material 5. Impersonal verbs	Same as Intermediate Latin A with additional words in lessons	Latin readings provide students with the events of Roman history from the founding of the city to the war between Marius and Sulla and introduce students to some of the great personalities of the history of Rome during six centuries of growth from a small city-state to a world empire

Intermediate Latin B

Suggested Content

Scott-Foresman, pp. 130-238

I. Rome and Carthage, pp. 130-172

II. Latin Through the Ages, pp. 173-190
- A. Roman Inscriptions
- B. A Record of Achievement
- C. Psalm XXIII
- D. Portrait of a King
- E. Behind an Iron Curtain
- F. The Great Charter
- G. The Saint and the Birds
- H. City and Country Life
- I. Where Are You
- J. Letter from the White House
- K. On Friendship

III. Life in Gaul and Germany, pp. 191-206

IV. Prologue to Power - Caesar and the Helvetians, pp. 216-238

Second Year Latin

I. The Story of Rome - pp. 102-160
- The Seven Kings
- The Early Republic
- The War with Pyrrhus
- The First Punic War
- The Second Punic War
- The Third Punic War
- The Later Republic

II. The Gallic War - pp. 167-208
- Julius Caesar
- Caesar's Army
- Book I: The Helvetian Campaign and and the War with Ariovistus

Intermediate Latin B

Suggestions for Evaluation

I. To manipulate with facility the essential structures of the Latin language.
   A. Ask each student to find a form or construction he does not understand. As soon as a hand goes up, ask for the form and see if some other student can explain it. Giving its use is more important than telling its form.
   B. In a passage translated in class, have the student analyze each Latin word, telling its part of speech and use in the sentence. In a sentence of 10 Latin words this should be done with 80% accuracy.

II. To read Latin with facility and understanding
   A. Give students sight passage to read. Have students answer specific questions pertaining to the passage read.
   B. Have students read a specific passage. Below the passage, write a series of incomplete statements. Ask students to select the answer on the basis of the information given in the passage.

III. To convey in smooth English the meaning of a Latin passage
   A. Call on pupils in alphabetical order, having each one translate a paragraph. Then ask one pupil to summarize the chapter in English.
   B. Appoint six pupils to ask one or two questions about a paragraph, which will show whether he has grasped the meaning. He should choose someone to answer, and others should be ready to criticize questions or answers.

IV. To write complex sentences in Latin with the structures and vocabulary studied. In the following sentences:
   A. Translate into Latin all the verbs that go in the subjunctive
      1. He will persuade the citizens not to choose a leader.
      2. Julia is coming to see the fair.
      3. The sheild is so heavy that he cannot carry it.
   B. Combine the two sentences into one sentence, making all necessary changes
      1. Use an ablative absolute:
         Proelium confectum erat. Militēs ad castra redierunt.
      2. Change to an indirect statement:
         Puerī labōrant. Hoc audīvimus.
      3. Use a complementary infinitive:
         Mox incipient. Mox ducem sequentur.
         Ex: Use relative pronoun:
         Caesar erat imperātor. Caesar bellum gessit.
         Caesar qui erat imperator bellum gessit.

V. To demonstrate an understanding of the mythology and Roman history as reflected in selections read.
   A. "Quis sum?" contest - list 4 clues as to identify of mythological character. This affords research opportunity.
   B. A matching test is also excellent to identify mythological characters or events in Roman history; such as:

Col. A	Col. B
1. 753 BC	a. founder of Rome
2. 100 BC	b. assassinator of Caesar
3. 44 CB	c. birth of Caesar
4. Romulus	d. founding of Rome
5. Brutus	e. assassination of Julius Caesar

Latin Department

Course Number 352230 Intermediate Latin C

Description of Course:

A study of selected readings of Latin authors and culture as reflected in these selections.

Administrative Requirements:

1) Recommended class size of 25 or under

2) Sufficient number of textbooks

3) Related materials (tapes, maps, etc.) for the teacher

4) Adequate equipment for the use of the materials (a tape recorder in the classroom is essential for classes in which audio-lingual technique is used.)

Intermediate Latin C

Objectives of Course

The student should be able:

1) to read selections included with understanding

2) to convey in smooth and appropriate English the meaning of Latin passages

3) to manipulate Latin structures with ease

4) to write correct Latin prose within vocabulary and structures studied

5) to identify the over-all schematic structure of the Latin language

6) to demonstrate an understanding of the Roman culture as reflected in selections read

Suggested Content

Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages

From Basic Text:

Using Latin, Bk. 2, pp. 239-359
1963 edition

Second Year Latin, pp. 209-314
1966 Edition

and other resources and materials

Intermediate Latin C

Suggested Resources, Materials, Media

List of Resources:

Using Latin, Bk. II, pages 1-129
Second Year Latin (Jenney) pages 1-99
Reference books and Dictionaries
1. Cassell's New Latin Dictionary
2. Oxford Comparison to Classical Literature
Biography and History
1. Hamilton, Edith. The Roman Way
2. Plutarch. The Lives of Noble Grecians and Romans
3. Tappan, Eva. The Story of the Roman People
Social Life and Customs
1. Davis, A Day in Old Rome
2. Gwynn. Roman Education, from Cicero to Quintilian

Methods, Activities:

1) Review of basic grammatical structures as they occur in readings
2) Oral and written drills and exercises
3) Independent reading
4) Oral reports based on readings
5) Student-directed discussion of selections read
6) Question and answer sessions
7) Research projects
a. Roman history
b. Roman religion
c. Architecture
d. Aspects of Roman life, culture, civilization
e. Biography
f. Occupations

Classical Mythology

1) Bulfinch, Thomas. Bulfinch's Mythology
2) Gayley, C.M. Classic Myths in English Literature and Art
3) Hamilton, Edith. Mythology

Audio-Visual Aids:

1) Coronet Films, Coronet Bldg., Chicago, Ill. 60601
a. "Decline of the Roman Empire"
b. "Ancient Rome"
2) Encyclopaedia Britannica Films
3) Life Filmstrips, 9 Rockefeller Plaza, New York 10020
4) "The Tutor that Never Tires" Walker, Box 327, Bronxville, N.Y. 10708
5) Educational Materials Division, 180 E. 6th St., St. Paul, Minn. 55101
"Appella Me" Series

Intermediate Latin C

Contents

Phonology	Morphology
SAME AS INTERMEDIATE LATIN A	I. Concept SAME AS INTERMEDIATE LATIN A II. Skills Increased facility in reading comprehension

Intermediate Latin C Contents

Syntax	Vocabulary	Culture
Recognition of grammatical constructions as found in text; such as ablative absolute, gerundives, indirect discourse, subjunctives in dependent clauses	I. Concept - SAME AS A AND B WITH ADDITIONAL NEW WORDS II. Skills - A. Easy recognition of all 5 declensions and 4 conjugations B. Formation of new words from prefixes and suffixes	I. From the reading of Latin, by ancient authors students will be able to recognize examples of old Roman virtues - patriotism, loyalty, integrity, courage, simplicity II. Comparison may be made between the decline in morals of ancient Romans and evidence of the same tendency today.

Intermediate Latin C

Suggested Content

Suggested Resources, Materials, Media, Methods, Activities

Scott-Foresman, pp. 239-359

Unit III

Battle with the Helvetians and Nervii

Unit IV -
First and Second Invasion of Britain

Unit V -
An uneasy winter in Gaul

Unit VI -
Civil War

Unit VII -
End of Civil War

Second Year Latin, pp. 209-314

Bk. II
The Campaign Against the Belgae

Bk. III
The Campaign Against the Veneti

Bk. IV
The First Expedition to Britain

Bk. V
The Second Expedition to Britain and the attacks on Caesar's Winter Camps

Bk. VI
Caesar's Second Expedition into Germany

Bk. VII
Final Struggle for Gallic freedom under Vercingetorix

Intermediate Latin C

Suggestions for Evaluation

I. To read selections included with understandings
   A. Have three people read the Latin story by paragraphs - ask a volunteer to tell the story in his own words
   B. Check comprehension by questions based on story

II. To convey in smooth and appropriate English the meaning of Latin passages
   A. The teacher may read the Latin story aloud, while pupils watch for words they know or can guess from English derivatives
   B. While one pupil translates, the rest of the class should watch for better ways of expressing the thought.

III. To manipulate Latin structures with ease
   A. Underline the best translation of the following, as used in lesson
      1. dē improvīsō - (a) unexpectedly
                        (b) from an undisclosed place
                        (c) unseen
      2. quī docērent - (a) who showed
                        (b) to show
                        (c) who taught
   B. Find in the particular translations certain constructions, such as
      1. dative of agent
      2. ablative absolute
      3. ablative of time

IV. To write correct Latin prose within vocabulary and structures studied
   A. ex. of indirect discourse:
      The messenger informed Caesar that Crassus was in charge of the winter camp
   B. cum concessive
      Although Cicero himself was sick and tired, nevertheless he worked with his men throughout the night.

V. To identify the over-all schematic structures of the Latin language
   A. Direct quotation to indirect statement
   B. Active to passive voice

VI. To demonstrate an understanding of the Roman culture as reflected in selections read
   A. Original writing in Latin or English such as
      1. biography
      2. mythology
      3. Roman wedding
   B. Latin newspaper
      1. reports of military campaigns
      2. items about Roman life - fashion hints, ads, etc.

Latin Department

Course No. 353210 Vergil's Aeneid C

Description of Course:

A study of Vergil's Aeneid Book V and VI with a brief survey in English of Books VII-XII.

Administrative Requirements:

1) A maximum of 30 students
2) A sufficient number of textbooks for each student to have one
3) A map of the Mediterranean World of the Classical Period
4) Supplementary materials:
   a) Homer's Iliad, translated by W.H.D. Rouse, Books VII-XII, A Mentor Classic
   b) Gayley's Classic Myths
   c) Pöschl, Viktor, The Art of Vergil
5) Class sessions of at least 250 minutes per week

Course recommended for a student who has completed Intermediate Latin C (352230) and whose course selection has been approved by a Latin teacher on the basis of satisfactory performance of prerequisites to advanced level work. If Vergil's Aeneid A and B have not been completed, the first four books of this work must be read in translation before beginning the course.

Vergil's Aeneid C

Objectives of Course

The student is able:

1) to read for comprehension, with the use of a dictionary, selections offered.
   Given a passage from the Aeneid, he should respond correctly to at least eight out of ten questions based on the events of the reading.

2) to contribute to class discussion of Roman ideals and ethical standards.
   He should offer at least two or three helpful comments during a given period.

3) to identify the mythological references encountered.
   Given ten questions concerning the geography and inhabitants of the underworld or the major deities involved in the Aeneid, he must respond with 80% accuracy.

4) to demonstrate acquaintance with the figures of speech used by Vergil.
   From given lines of readings point out three out of four specific figures and explain their use

5) to read rhythmically or scan dactylic hexameter.
   Given a passage he should scan with proper markings or read orally with correct quantity, elision, and hiatus.

6) to identify rhetorical devices used in readings
   In a given passage he should point out with 70% accuracy the rhetorical devices used.

7) to demonstrate knowledge of the themes and purposes of the Aeneid.
   He should select a theme or purpose as discerned in the Aeneid and discuss it orally or in an essay, relating it to specific actions and approaches.

Suggested Content

Readings, vocabulary, syntax, rhetorical and poetic devices as encountered in Books V-XII of Vergil's Aeneid.

Texts:

Carr and Wedeck, Latin Poetry. Heath and Co., Boxton, 1940.

Horn Gummere, Using Latin IV Scott, Foresman, 1968

Jenney and Scudder, Fourth Year Latin, Allyn and Bacon, 1967.

Any paper back edition of the translation of the entire Aeneid.
Suggested: W.H.D. Rouse translation, a Mentor Classic

Vergil's Aeneid C

Objectives of Course (Continued)

8) to describe the Roman belief in immortality.
   In oral discussion or written essay he should point out the various beliefs as revealed by the description of the underworld in Book VI.

9) to discuss the literary, historical, and aesthetic values of the Aeneid.
   He should be able (1) to evaluate the qualities of versification, dramatic force, and moral tone of the Aeneid, (2) to describe the levels of significant periods of history used by Vergil, and (3) to compare and contrast passages of the Aeneid with those of other literary works.

10) to discuss the achievement and influence of Vergil in literature.
   He should show the relation of Vergil to other classical Roman writers such as Horace, Ovid, etc. as well as the influence of Vergil on later writers such as Dante, Milton, T.S. Eliot, etc.

11) to demonstrate the knowledge of the plot of the Aeneid.
   He should point out the major events of the voyage of Aeneas, the characters and their relationship, and the significant crises of the plot.

12) to answer with at least 60% accuracy questions concerning the basic ideas of a sight passage with no dictionary or other help.

Contents - Vergil's Aeneid C

Subject Matter	Mythology	Poetic Devices
Bk. V - Trojans, departing from Carthage, forced by storms to Sicily.	Names of ships	Figures of speech
Funeral games in memory of Anchises	Intervention of gods	Versification
Ships set fire by women	Religious practices and ceremonies	Rhetorical devices
Departure of Trojans for Cumae, leaving colony in Sicily.	Story of Daedalus	Imagery
Bk. VI- Arrival in Italy.	The Sybil and her prophecies	Poetic language
Prophecy of Sybil.	Description of life after death	Symbolism
Journey to Underworld.	Purification of souls to return to life	Mood
Geography and inhabitants of underworld.	Pursuit of Juno to defeat the Trojans	
Encounter with Anchises and prophecy of glory of Rome.	Shield wrought by Vulcan	
Return to upper world	Concession of Juno and resolve to favor Romans	
Bks. VII - XII - Welcome of Trojans in Latium		
War with Turnus and Latins		
Prophecy of future greatness		
Victory of Trojans		

Contents - Vergil's Aeneid C

Themes	Purposes	Syntax
Nobility of Aeneas' purpose and resolve to fulfill his destiny.	To establish origin of funeral games.	Subjunctive constructions
Glorification of heritage of Rome.	To restore esteem for athletic prowess.	Participial uses
The struggle that characterized the founding of Rome.	To begin glorification of Ascanius, future founder of Roman race.	Greek constructions
The two-fold struggle of man with man and man with the gods.	To establish origin of places in Sicily and Italy.	Poetic usages
	To trace family origins of famous Romans.	
	To underline the destiny of Rome to rule the world.	
	To please Augustus and reinforce his programs.	

Vergil's Aeneid C

Suggested Content	Suggested Resources, Materials, Media, Methods, Activities
2 weeks: Book V Return to Sicily Funeral Games Firing of Ships Departure for Sicily	Book V: Homer's Iliad - Catalog of ships. In discussion the following topics may be stressed: funeral games, intervention of gods, symbolism of fire, glorification of Roman youth and athletic prowess, initiation of mood of light that extends through Book VIII. Suggested Procedure: Divide book into lines for each student to prepare and present in seminar fashion. Each day students read in English approximately ninety lines orally to rest of class. Teacher repeats reading and students responsible for lines lead discussion. For homework everyone reread day's work.
7 weeks: Book VI VII. 1-235: Arrival in Italy Visit to Cumae Prophecy of Syvil Burial of Misenus Search for Golden Bough VII. 236-678: Arrival in underworld The Styx and fate of spirits Fields of mourning Tartarus Elysium VII. 679-901: Meeting with Anchises Destiny of Rome Return to Upper World	Book VI Slides of Cumae and Campania Gayley's Classic Myths Oxford Classical Dictionary Pöschl, Art of Vergil Renault, The King Must Die Rose, Religion in Greece and Rome Home reading of text, class discussion and clarification of events. Topics for discussion, reports or term papers: Romans' views on life after death; Comparison with Dante's Inferno; Geography of underworld; Inhabitants of underworld; Glorification of Rome; Mood of optimism; Vergil's purposes of reinforcing Augustus' programs

Vergil's Aeneid C

Suggested Content, (Continued)

2 weeks: Bks. VII - XII

Book VII: Latinus welcomes Aeneas.
Juno sends Allecto to arouse Turnus.
Turnus and allies gather for war.

Book VIII: Turnus begins war.
Aeneas visits future site of Rome
Story of Hercules
Evander sends help and son Pallas
Aeneas' shield foretells future

Book IX: Attack on Camp
Nisus and Euryalus
Fierce fighting

Book X: Council of the gods
Death of Pallas
Fighting continues

Book XI: Funeral rites of armies
Fighting resumes
Death of Camilla

Book XII: Single combat between Aeneas and Turnus
Intervention of Juturna
Juno submits to Jupiter's will for Trojans
Death of Turnus

Suggested Resources, Materials, Media, Methods, Activities (Con't.)

Homer's Iliad - Achilles' shield
Pöschl, Art of Vergil
Boak, Arthur: A History of Rome to 565 A.D.
Frank, Tenney: A History of Rome
Map of ancient Italy

It is suggested that these six books be read in translation in order to give the students a completed picture of this epic. If readings could be assigned by books with each book followed by discussion, both the continuity of events and their significance could be brought out.

Vergil's Aeneid C

Suggested Resources, Materials, Media, Methods, Activities

Resource Materials:

Slides of southern Italy and Sicily
Carr and Wedeck, Latin Poetry, Heath and Co., 1940
Hamilton, Edith, Mythology, paperback
Highet, Gilbert, Poets in Landscape, "Vergil", Knopf.
Homer, The Iliad, and The Odyssey. (in translation)
Horn and Gummere, Using Latin IV, Scott, Foresman
Jenney and Scudder, Fourth Year Latin, Allyn and Bacon, 1967.
Päschl, Viktor, The Art of Vergil, U. of Michigan Press, 1962.
Rose, H.J., Religion in Greece and Rome, Harper Torchbooks, 1959.

See appendix for further references

Methods and Activities:

1) Introduction
   a) Thorough discussion of first four books of the Aeneid, their events and significance
   b) Discussion of Vergil's themes, purposes, and characteristics
   c) Use of map of ancient Mediterranean World to show course of Trojans as Book V begins
   d) Review of events of Book III that took place on the island of Sicily
2) Individual Work
   a) Assignment of lines of Book V to be read aloud in class. It is suggested that the teacher read the lines to the class again after each student and all students re-read for themselves at home.
   b) Oral reports or term papers on research subjects such as Roman games, Roman aristocracy, description of the underworld, Roman belief in immortality, patriotism of the Augustan age, the reforms of Augustus, Vergil's influence on authors such as Dante, Wordsworth, and Milton.
   c) Memorization of lines for memorable quotations and for practice of rhythm and sound.
3) Class Activities
   a) Reading aloud in Latin by students and teacher followed by discussion in English of content, syntax, rhetoric, versification, themes, purposes, figures of speech, etc.
   b) Linear translation by students for comprehension of difficult passages
   c) Group work to discuss or translate passages
   d) Group work to create charts and maps to illustrate geography and voyages both in upper and in lower worlds
   e) Frequent reading beyond prepared lines to practice sight reading either by reading in Latin for comprehension or by linear translation.

Vergil's Aeneid C

Suggestions for Evaluation

(Unless otherwise noted, questions and answers will be in English)

1) To read with facility for comprehension the selections offered.
   e.g. Given the passage Aeneid Book VI ll. 721-751, with the help of a dictionary the student responds correctly to at least eight of the following:
   a) What, according to Anchises, pervades the world, sun and moon?
   b) What is the source of all living things?
   c) Name three emotions felt by mortals.
   d) When life departs, what is necessary?
   e) For what are men punished?
   f) What methods of cleansing does Anchises mention?
   g) Where do the spirits go after being punished?
   h) Where do a few remain?
   i) How long do the spirits then remain in the underworld?
   j) What happens to most after they drink from the river Lethe?

2) To contribute to class discussion of Roman ideal and ethical standards.
   e.g. He should offer at least two or three comments during any given class period.

3) To identify the mythological references encountered.
   e.g. Identify as to significance in the appropriate book of the Aeneid at least eight of the following:
   a) Iris. b) Styx, c) Cerberus, d) Tartarus, e) Charon, f) Lugentes Campi, g) Rhadamanthus, h) Tityon, i) Marcellus, j) Eburna porta

4) To demonstrate acquaintance with figures of speech used:
   e.g. In three out of four following passages, identify the figures of speech used and discuss the poetic significance of each.
   a) "Dardanidae, quos ille omnis longo ordine cernens ingemuit, Glaucumque, Medontaque, Thersilochumque." (polysyndeton - repetition of conjunction with a series of words)
   b) "tum stridor ferri tractaeque catenae."
   (onomatopeia - sounds like sense)
   c) "Qualis saepe viae deprensus in aggere serpens aerea quem obliquum rota transiit, etc.. . . . " (simile -- expressed comparison)
   d) "Nunc, nunc surgite. . . .
   . . . . illas promite viris;
   Nunc animos (anaphora - repetition for emphasis of a word at beginning of each of a series of phrases)

5) To read rhythmically dactylic hexameter.
   e.g. Given a passage he should scan with proper markings in written form or read orally with correct quantity, elision and hiatus.

6) To identify rhetorical devices used in readings.
   e.g. Given the passage Aeneid VI, ll. 836-853, he should point out at least three rhetorical devices used.
   (apostrophe, rhetorical questions, change from statement to question to exclamation, Homeric epithet Armipotens, etc.)

Suggestions for Evaluation (Continued)

7) To demonstrate knowledge of the themes and purposes of the Aeneid.
   e.g. Name at least one theme and two purposes used by Vergil in the Aeneid and relate them to specific passages.

8) To describe the Roman's belief in immortality.
   e.g. In oral discussion or written essay give a brief sketch of the fate of souls as they cross the Styx, are judged, and progress either to their punishment or reward.

9) To discuss the literary, historical and aesthetic values of the Aeneid.
   e.g. In an essay or in oral discussion he should:
   a) point out the superior qualities of versification, dramatic force and moral tone of this work
   b) describe the levels of significant periods of history used by Vergil
   c) compare and contrast the beauty of imagery and description of specific passages with other passages of the Aeneid and with passages from other authors.

10) To discuss the achievement and influence of Vergil in literature.
   e.g. In oral discussion or written essay he should point out the relationship of Vergil's writings to other classical Roman literature, and the continuing influence on later writers such as Dante, Shakespeare, Milton, Wordsworth, T.S. Eliot, etc.

11) To demonstrate knowledge of the plot of the Aeneid.
   e.g. He should list the major events of the entire epic and point out the significant place each book has in the entire structure.

12) To read passages from other writings of Vergil with fair comprehension.
   e.g. Given a sight passage such as from the Georgics Book II, he should be able to answer comprehension questions concerning the basic ideas expressed with at least 60% accuracy.

Vergil's Aeneid C

Prerequisites to Advanced Level Work

1) Given a paragraph from Caesar's Gallic Wars and a dictionary, correctly answer in English at least five of seven questions asked in English concerning the events described in the passage.

2) Reply correctly in English to at least eight of ten English questions concerning the classical period of Roman history.
   e.g. Describe the basic forms of governments of Republican and Augustan ages; name Punic, Social, Civil and Gallic wars; identify such men as Scipio, Sulla, Cicero, Caesar, Pompey, Augustus; Compare and contrast the government of this period with American government.

3) Reply correctly in English to four out of five English questions concerning Roman life.
   e.g. Houses, education, marriage laws, dress

4) List in English at least six major Roman deities and their functions.

5) Demonstrate acquaintance with sounds and quantities of Latin consonants, vowels, and dipthongs by reading a passage aloud with correct pronunciation.

6) From the paragraph from Caesar, identify eight out of ten constructions involving case uses and subjunctive mood.

Latin Department

Course Number: 353220 — Ovid: Selections from Metamorphoses

Course Description:

A study of selections from Ovid's Metamorphoses, the chief source of Roman mythology, and his influence on later literature; or a combination of Ovid and selections from later Latin writers.

Administrative Requirements:

1) A maximum of 30 students

2) Sufficient number of texts

3) Reference materials

a) Duff, J. Wight, Literary History of Rome from the Origins to the origins to the close of the Golden Age, Praeger Paperbacks

b) Hamilton, Edith, Mythology, A Mentor Book

c) Rose, H.J. Religion in Greece and Rome, Harper Torchbooks

d) Gayley, C.M. Classic Myths, Ginn and Co., Boston

e) Oxford Classical Dictionary, N.Y.: Oxford University Press, 1949

f) Gillingham, Baade, An Ovid Reader, Chas. Merrill Co., Columbus, Ohio, 1969

4) Class sessions of not less than 250 minutes per week

This course is recommended for students who have completed Intermediate Latin C (352230) and whose course selection has been approved by a Latin teacher on the basis of satisfactory performance of the prerequisites to advanced level work.

Ovid's Metamorphoses

Objectives of Course

The student will be able:

1) to read for comprehension the selections offered.

   Given a passage of poetry from Ovid, the student will be able with the help of a dictionary to answer English questions concerning the content.

2) to identify the mythological characters that appear in the readings

   The student should be able to list the major deities and identify the realms of their influence.

3) to relate the mythological stories studied

   He will be able to outline the basic plots of these myths and identify their religious and moral significance.

4) to read the dactylic hexameter of the poetry with correct rhythm and intonation and mark the scansion manually. He will be able with 80% accuracy to scan a given passage orally or manually.

5) to identify rhetorical devices and figures of speech found in the selections.

   Given a passage from one of the myths, the student should be able to point out such devices as simile, metaphor, metonymy, onomatopoeia, rhetorical question, etc.

Suggested Content

Selections from the Metamorphoses:
Deucalion and Pyrrha", "Phaethon"
"Philemon and Baucis"
Optional: "Pyramus and Thisbe",
Arachne" "Niobe", "Atalanta",
and others as time permits

Selections from later Latin authors as found in the text used.

Texts:
Horn, Gummere: Using Latin, Bk. III, Scott, Foresman
Jenney and Scudder: Third Year Latin, Allyn and Bacon, 1965

Ovid's Metamorphoses

Objectives of Course	Suggested Content
6) to discuss Roman religion as reflected in the myths of Ovid.	
He should be able to discuss the relationship of the gods to each other and of the gods to men.	
7) to trace the influence of Ovid's myths in the literature of later times and in the visual arts	
He should be able to cite evidence of this influence in such writers as Dante, Shakespeare, Rostand, Chaucer, Hawthorne, etc. and with artists of various media.	
8) to identify the influence of Ovid's myths on every day life today.	
He should be able to list examples of characters and stories in modern movies and television programs, modern advertising, and references in our daily reading.	
9) (optional if time permits) to identify some of the later Roman writers and their type of works.	

Suggested Resources, Materials, Methods and Activities

List of Resources and Materials:

1) Tapes of reading of dactylic hexameter

2) Map of Mediterranean lands

3) Slides of Roman art depicting myths

4) Pictures of famous art works influenced by myths

5) Pictures of sculpture, murals, mosaics, and designs used in modern times that reflect the myths of ovid

6) Gayley's Classic Myths

7) Edith Hamilton's Mythology

8) English essays in text on life and works of Ovid

Methods and Activities:

1) Research with oral reports on background of Ovid's work: Augustan Age morality, reforms, and Ovid's influence on these; Greek and Roman major deities; life of Ovid, etc.

2) Reading of stories from the Metamorphoses - daily home work assignments with follow-up discussion in class

3) Translation of difficult passages for comprehension

4) Identification of poetic syntax

5) Study of dactylic hexameter, manual marking of measures and frequent reading aloud

6) Discussion of Ovid's treatment of the gods

7) Identification of rhetorical devices

8) Notebooks of influence of Ovid upon literature and art of later times

9) Comparison of Ovid's use of series of stories loosely connected with similar works such as Chaucer's Canterbury Tales, Boccaccio's Decameron, Arabian Nights, modern comic strips such as Mary Worth, etc.

10) Reading individually of other selections from Ovid with oral or written summary and comment

Ovid's Metamorphoses

Subject Matter:

Deucalion et Pyrrha

Phaethon

Philemon et Baucis

If text is Jenney's 3rd Year Latin:

Selections from Later Latin Authors

If text is Using Latin III:

Pyramus and Thisbe
Arachne
Niobe
Atalanta

If time permits, selections from Nepos, Livy, Tacitus, Seneca and Galluis

Contents

Mythology

Stories of gods: activities with mortals

Stories of men's dealings with men with assistance or hindrance from the gods

Ovid's treatment of the myths as diverting and sentimentally idle tales

From Jenney:

Examples of medieval Latin

From Using Latin III:

Selections from later Roman writers

Poetic Devices

Alliteration

Anaphora

Anticlimax

Antithesis

Apostrophe

Hendiadys

Historic Infinitive, Present

Hyperbole

Hysteron-Proteron

Litotes

Mestonymy oromatopoeia

Oxymoron

Polysyndeton

Rhetorical Question

Simile

Synchysis

Transferred Epithet

Zeugma

Structure of epic

Chronology: From primeval chaos to Julius Caesar 42 B.C.

Flashbacks

Transformations undergone by characters of myth and legend

15 books - Encyclopedia of ancient mythology

13 books - Greek

2 books - Italian

Versification

Dactylic Hexameter
Six metrical feet
Combination of dactyls and spondees

Elision

Caesura

Hiatus

Many alternatives to usual ending of words in long syllables

Spondaic lines - exception to usual dactyl in 5th foot

Regularity of Ovid's versification

Syntax

Poetic usage:

Future imperative

Middle voice

Independent Subjunctives

Disjunctive questions

Predicate genitive

Accusative of exclamation

Internal Accusative

Accusative of respect

Place constructions without prepositions

Ovid: Selections from Metamorphoses

Suggested Content:

One week:
Study of major deities as revealed by Ovid.

Structure of the metamorphoses

Two weeks:
Deucalion et Pyrrha

Two weeks:
Phaethon

Two weeks:
Philemon et Baucis

If text is Jenney:
Remaining time with Medieval Latin

If text is Using Latin III as time permits:
Pyramus et Thisbe
Orpheus et Eurydice
Atalanta
Niobe
Midas
Arachne

Suggested Resources, Materials, Methods, and Activities:

Hamilton, Edith: Mythology
Gayley, Classic Myths
Oxford Classical Dictionary
Gillingham, Beade: An Ovid Reader
English essays in texts

Activities:

1) Readings about mythology and class discussion

2) Reading of introductory English essays about Ovid and his works

3) Study of versification with much practice in scansion of dactylic hexameter and reading rhythmically

4) Reading myths for comprehension

5) Translation of difficult passages

6) Assignment of myths not read in class. Each student might read a myth and report to class on content and significance

7) Tracing of influence of Ovid on art and literature of western world

8) Discussion of Ovid's treatment of Roman and Greek deities

9) Comparison of Ovid's religious views with those of other Latin authors

10) Identification of rhetorical devices as encountered in text

11) Bulletin board changed frequently with examples of Ovid's influence in every day life. E.g. pictures of sculpture on modern buildings and in parks, names of deities for modern products (Mercury, Atlas, Mars, etc.) scenes on wall paper, etc.

Ovid: Selections from Metamorphoses

Suggestions for Evaluation

I. To read for comprehension the selections offered

Given the passage "Deucalion et Phyrrha" lines 395-415 (Using Latin III: "A New Human Race"), answer the following questions in English:

A. What is the attitude of the couple as they prepare to follow the directions of the goddess?
B. What authority does the poet give as a witness to what happened?
C. What was the first change that came over the rocks?
D. What became bone?
E. How were both sexes formed?
F. What is the characteristic of humans that is a result of our origin?

II. To identify the mythological characters that occur in the reading

Identify as to place among the deities and significance in the myths read.

a. Triton	g. Luna
b. Themis	h. Tellus
c. Titans	i. Atlas
d. Phoebus	j. Pater omnipotens
e. Nereids	k. Mercury
f. Tethys	l. Saturnius

III. To relate the mythological stories studied

e.g. Give a brief summary of the story of Baucis and Philemon and discuss its religious and moral significance.

IV. To scan dactylic hexameter orally or manually

Given a passage from Ovid the student should be able to read aloud with correct rhythm and pronunciation and mark the syllables and measures correctly.

V. To identify rhetorical devices and figures of speech found in the selections

e.g. Identify the figures in the following passages:

A. Phaëthon ll. 154, 155: "Solis equī, quartusque Philegon, hinnitibus auras flammiferis implent pedibusque repagula pulsant."

B. "Deucalion et Pyrrha" ll. 385, 386
Pyrrha prior jussisque deae pārēre recusat, detque sibi veniam, pavidō rogat ore, pavetque.

C. Paëthon line 53... "Non est tua tuta voluntas"

D. "Paëthon" line 99... "Poenam, Phaëthon, pro munere poscis"

E. Phaëthon line 146... "Consiliis, non curribus utere nostris."

Suggestions for Evaluation (Continued)

VI. To discuss Roman religion as reflected in the myths of Ovid:

Write an essay on the subject "Ovid's apparent Ridicule of the Greek and Roman Deities."

VII. To trace the influence of Ovid's words on the literature and visual arts of later times:

A. Point out three examples of Ovid's influence in such authors as Chaucer, Shakespeare, etc.
B. Name at least one artist of the Renaissance who used subjects from the Metamorphoses
C. Describe how Shakespeare used the story of Pyramus and Thisbe
D. Discuss the use of Ovid's myths in tapestry, stained glass, and murals

VIII. To identify the influence of Ovid's myths in life in modern times:

A. List three examples of sculpture in public places of America that take their subjects from Ovid
B. Explain the origin of names of the following:
    1) Mercury car
    2) Bacchus wine
    3) Mars candy bar
    4) Atlanta, Georgia
    5) Atlas maps

IX. To identify some of the later Roman writers and their type of work
e.g. Choose one later author (Medieval if Jenney is used, from the Silver Age if Using Latin is the text) and discuss his period and his work.

Latin Department

Course No. 353230 Vergil's Aeneid B

Description of Course:

Reading of Vergil's Aeneid, Book II, line 268 to the end; Book III, and Book IV.

Administrative Requirements:

1) a maximum of 30 students

2) a textbook for each student

3) a map of the Mediterranean world of the classical period

4) supplementary resource materials:

a) Gayley's Classic Myths

b) Rose, H.J., Religion in Greece and Rome

c) Pöschl, Viktor, The Art of Vergil

d) Oxford Classical Dictionary

5) Class sessions of at least 250 minutes per week

Course recommended for a student who has completed Intermediate Latin C (352230) and whose course selection has been approved by a Latin teacher on the basis of satisfactory performance of prerequisites to advanced level work. If Vergil's Aeneid A (353250) has not been completed, Book I and Book II through line 267 of this work must be read in translation before beginning the course.

Vergil's Aeneid B

Objectives of Course

The student is able:

1) to read for comprehension, with the help of a dictionary, the selections offered

   Given a passage from the Aeneid, he should respond correctly to at least eight out of ten questions based on the events of the reading.

2) to contribute to class discussion on subjects of Roman mythology, history, and customs as revealed in the readings.

   He should be able (a) to list the major deities and discuss their role in the epic, (b) outline the major events of Roman history from its beginning to the Augustan Age, and (c) to identify the significant customs.

3) to identify the mythological references encountered.

   He should be able to name and identify the divine forces that influence the Trojan war, the travels of the Trojans, and the tragic encounter of Aeneas with Dido.

4) to outline the plot of the epic through Book IV

   He should be able to list the major events and characters.

5) to identify poetic devices employed by Vergil.

   He should demonstrate knowledge of figures of speech and rhetorical devices.

Suggested Content

Readings, vocabulary, syntax, rhetorical and poetic devices as encountered in Vergil's Aeneid, Book II, line 268 - end, Bks. III and IV.

Texts:

Carr and Wedeck, Latin Poetry, Heath and Co., Boston, 1940.

Horn, Gummere, Using Latin IV Scott, Foresman, 1968

Jenney and Scudder, Fourth Year Latin, Allyn and Bacon, 1967.

Vergil's Aeneid B

Objectives of Course (Continued)

6) to read rhythmically or scan dactylic hexameter

Given a passage from the Aeneid, he should be able to scan with proper markings or read aloud with correct pronunciation and rhythm.

7) to demonstrate knowledge of the themes and purposes of the Aeneid

He should be able to list two or more themes and two or more purposes that become evident in the development of this work.

8) to identify the foreshadowing of future Roman events

He should be able to discuss (a) the roots of hatred that began with the Dido episode and erupted in the Punic Wars and (b) the inauguration of Roman games.

9) to compare and contrast the basic human values expressed in the Aeneid with those extolled by many modern societies

He should be able to list and support with references to the readings such virtues as spiritual awareness, physical and moral courage, compassion, and devotion to duty.

10) to demonstrate ability to comprehend sight passages of Latin

Given a passage of Latin poetry, either from the Aeneid or some other Vergilian work, he should answer questions based on the subject with 60% accuracy.

Suggested Content

Vergil's Aeneid B

Suggested Resources, Materials, Media, Methods, Activities

Resource materials:

Slides of North Africa and Greek islands
Maps of classical and modern Mediterranean World
Historical Atlas of the World, Rand McNalley
Homer's Iliad (in translation)
Pöschl, Viktor, The Art of Vergil
MacKail, J.W., Vergil and His Meaning to the World Today, Marshall Jones Co., 1922
Atherton, Gertrude, Dido, Queen of Hearts, Horace Liveright, 1929.
Highet, Gilbert. Poets in a Landscape, Knopf, New York.
Grant, Michael. Roman Literature. Cambridge University Press.

Methods and Activities:

1) Introduction

a) Thorough discussion of events of Book I and Book II to line 268

b) Review of Homer's Iliad

c) Discussion of Vergil's themes and purposes as revealed in Book I

d) Review of dactylic hexameter

2) Individual Work

a) Memorization

b) Oral reports and/or term paper

c) Assignment of individual lines in Book III

3) Class Activities

a) Reading aloud in Latin by students and teachers followed by discussion in English of content, syntax, rhetoric, versification, themes, purposes, etc.

b) Linear translation by students both for comprehension of difficult passages and for appreciation of literary drama and beauty.

c) Group work to translate or discuss passages.

d) Group work to create maps of the voyage of the Trojans and geneological charts dealing with the Trojans and the gods.

e) Frequent reading beyond prepared lines and of lines from other works to gain facility in sight reading.

f) Dramatization of scenes such as fighting in Troy with disguises, the departure of Aeneas from Troy, the death of Dido, etc.

Vergil's Aeneid B

Contents

Subject Matter	Mythology	Poetic Devices
Book II, line 268 - end	Visions and omens	Versification
The vision of Aeneas' destiny to found a new Rome	Marriage and funeral rites	Rhetorical devices
Battle with Greeks	Role of Juno and Jupiter	Mood
Death of Priam	Divinely inspired destiny of Aeneas	Symbolism
Flight from Troy	Mythological creatures such as Harpies, Scylla and Charybdis, Cyclops	Imagery
Book III		Figures of Speech
Building of a fleet		
Attempts to build a city in Thrace and Crete		
Start of journey to Italy		
Harpies		
Andromache and Helenus		
Italy and Sicily		
Death of Anchises		
Book IV		
Love of Dido		
Wedding arranged by Juno		
Message from Jupiter for Aeneas to continue his journey		
Reproaches of Dido		
Defense of Aeneas		
Dido's plans for death		
Departure of Aeneas		
Death of Dido		

Contents

Themes	Purposes	Syntax
Horror of War	To show the struggle and final victory of order over chaos.	Subjunctive uses
Auctoritas Maiorum	To glorify the sturdy virtues of the ancestors of the Romans.	Participial phrases
Founding of Rome	To glorify youth and athletic prowess.	Poetic constructions
Pius Aeneas	To reestablish reverence for the gods.	

Vergil's Aeneid B

Suggested Content

4 weeks: Book II, lines 268 - end

Aeneas awakened by vision of Hector
Battle with Greeks
Death of Priam
Meeting with Helen
Refusal of Anchises to leave
Departure of Aeneas
Loss of Creusa

2 weeks: Book III

Building of a fleet
Attempts to build a city in Thrace and Crete
Oracle of Delos
Encounter with Harpies
Meeting with Andromache and Helenus
Landing on eastern coast of Italy
Visit to Sicily
Rescue of Greek from Cyclops
Death of Anchises
End of Aeneas' story

5 weeks: Book IV

Love of Dido
Wedding arranged by Juno
Message from Jupiter for Aeneas to continue his journey
Reproaches of Dido
Defense of Aeneas
Dido's decision to die
Departure of Aeneas
Death of Dido

Vergil's Aeneid B

Suggested Resources, Materials, Media, Methods, Activities

Resource Materials:

Homer's Iliad (in translation)
Pöschl, Viktor, The Art of Vergil
Larousse, Encyclopedia of Mythology
Filmstrips and slides of Mediterranean World
Records of readings of Aeneid by experts (e.g. Moses Hadas)
Richards, I.A., Practical Criticism

Activities:

Book III

It is suggested that this book be read in translation or divided among students by lines and read rapidly. If the teacher will follow each student with a second reading and discussion, the class can absorb a great deal from this type of work and will find the change in tempo a relief from the slow painstaking study of the previous books.

Books II and IV

1) Home preparation of assigned lines
2) In class, reading in Latin followed by discussion of content, poetry, themes, and purposes
3) Translation of passages
   a) to clear up difficulties of comprehension
   b) to gain awareness of forcefulness and beauty of expression
   c) to improve ability of expression in own language
4) Grouping of students for reading and for discussion of style and purpose
5) Carr and Wedeck's Latin Poetry, Work Units IX - XVI
6) Panel discussions on such topics as Vergil's use of visions, the roles of Juno and Jupiter, symbolism as found in the Dido episode, the theme of lacrimae rerum, the foreshadowing of the Punic Wars, etc.
7) Memorization of quotable lines:
   Book II, line 317, 354, 390
   Book III, lines 56, 57
   Book IV, lines 569, 570
   Book IV, line 412

It is suggested that a portion of Aeneas' or Dido's speeches in Book IV be memorized to practice sound and sense coordination.

8) Point out examples of poetic devices
(See next page)

Contents

Figures of Speech

Metonomy: Bk. II, l. 294, moenia
l. 510, ferrum
l. 335, morte
l. 398, Orco
l. 440, Martem

Alliteration: Bk. II, l. 303, l. 418,
l. 642

Simile: Bk. II, ll. 304 ft
ll. 379 ft.
ll. 471 ft
ll. 625 ft

Hysteron-proteron: Bk. III, l. 353

Chiasmus: Bk. II, ll. 368-369
l. 552
Bk. IV, l. 628

Onomatopoeia: Bk. II, l. 418
l. 448 (ululant)
Bk. IV, l. 667

Apostrophe: Bk. II, l. 429
Bk. IV, l. 27

Asyndeton: Bk. II, l. 448
l. 527

Hendiadys: Bk. II, l. 470, telis et
luce aena
l. 627, ferro
cerebrisque bipennibus
Bk. III, l. 682, 683

Anaphora, Bk. II, l. 530, jam, jamque
l. 644, sic, o sic
l. 756, si forte, si forte
Bk. IV, l. 182, tot...tot

Personification: Bk. IV, ll. 174 ft

Polysyndeton: Bk. IV, line 581

Rhetorical Devices

Rhetorical Questions:

Bk. II, ll. 361, 362, ll 594 ft
Bk. IV, l. 38, l. 283

Transferred Epithet:

Bk. II, l. 397 - caecam
noctem
l. 508 - medium,
hostem,
l. 714 - desertae
Cereris

Internal Rhyme: Bk. II, l. 419

Homeric Epithet:

Bk. II, l. 425
l. 477
l. 525
l. 561
Bk. IV, l. 68

Suggestions for Evaluation
(Vergil's Aeneid B)

(Unless otherwise noted, questions and answers will be in English)

I. To read for comprehension with the help of a dictionary the selections offered.
e.g. Given the selection Aeneid Book IV, ll. 393-436, answer the following questions

a. What would Aeneas rather do than leave?
b. Why does he go back to the fleet?
c. Why is Aeneas "pius" at this point?
d. What indicates that the Trojans are leaving hastily?
e. Name three activities of the arts to which the Trojans are compared.
f. Where is Dido as the men prepare their ships?
g. To what does Vergil attribute the tragedy of this situation?
h. What activity of the sailors does Dido point out to Anna?
i. What reason does Dido give for sending Anna to intercede for her?
j. What does Dido want Anna to ask Aeneas to do?

II. To contribute to class discussion on subjects of Roman mythology, history and customs.
e.g.
a. Name three major deities in these readings and describe the role of each.
b. Sketch briefly the foundation of Rome and its subsequent forms of government.
c. Trace the origins of such customs as Roman games, marriage rites, and religious ceremonies as revealed in the Aeneid.

III. To identify the mythological references encountered.
e.g. Compare and contrast the roles of the gods in the Aeneid with that in the Iliad.

IV. To outline the plot of the epic through Book IV.
e.g.
a. Name five major events occurring in the Aeneid up to the time the Trojans leave Carthage.
b. Write a character sketch of
1) Pius Aeneas
2) Pulchra Dido
3) Fidus Achates
4) Parvus Iulus
c. Compare and contrast the attitude of Aeneas toward war with that of Achilles.

V. To identify poetic devices employed by Vergil.

a. Given a passage from the Aeneid, identify three figures of speech and two other poetic devices.
b. Name five figures of speech and either define or give an illustration of each.
c. Select one poetic device used by Vergil and discuss how it enhances the drama and/or beauty of the passage that contains it.

VI. To read rhythmically or scan dactylic hexameter
e.g. Given a passage from the Aeneid, either read orally with correct pronunciation and rhythm or scan it with proper markings.

VII. To demonstrate knowledge of the themes and purposes of the Aeneid.
e.g.
a. Given the passage Aeneid II, lines 346-369, discuss Vergil's theme of the horror of war.
b. Write a character sketch of war as depicted by Vergil.
c. Using selected passages from these books (II-IV) demonstrate Vergil's theme of lacrimae rerum.
d. With examples from the text discuss how the Aeneid supports Augustus' plan to revive reverence for the gods.

VIII. To identify the foreshadowing of future Roman events.
e.g. Describe the curse of Dido and the fulfilment of this curse.

IX. To compare and contrast the basic human values with those extolled by many modern societies.
e.g. Aeneas is shown as a man of compassion; name at least three situations in which this is revealed and discuss whether a typical American would react in the same way.

X. To demonstrate ability to comprehend sight passages of Latin.
e.g. Given a passage of Latin poetry not previously encountered, answer factual questions with at least 60% accuracy.

Latin Department

Course No. 353240 — Cicero: Selected Orations

Course Description:

A study of Cicero's fight against the corruptions that led to the collapse of the Roman Republic.

Administrative Requirements:

1) A maximum of 30 students

2) Sufficient number of texts

3) Map of Mediterranean world of classical Roman period

4) Reference materials:

Aller and Greenough: New Latin Grammar
Duff, J. Wight: Literary History of Rome
Cambridge Ancient History, Vol. IX
Grant, Michael: The World of Rome
Syme, Ronald: The Roman Revolution

5) Class sessions of not less than 250 minutes per week

This course is recommended for students who have completed Intermediate Latin C (352230) and whose course selection has been approved by a Latin teacher on the basis of satisfactory performance of the pre-requisites to advanced level work.

Cicero: Selected Orations

Objectives of Course

The student will be able:

1) with the help of a dictionary to read with understanding the material studied

   Given a passage from a Ciceronian oration the student will be able to answer with 70% accuracy English questions concerning the text.

2) to comprehend sight passages of Latin with increased facility

   He will be able to identify principle ideas of a given passage with 80% accuracy.

3) to demonstrate increased knowledge of Latin syntax

   The student will be able to analyze complex grammatical structures of Latin prose and write English into Latin with increasing skill.

4) to identify the rhetorical devices and figures of speech of Ciceronian oratory

   The student will be able to list at least three rhetorical devices and five figures of speech and give examples from the text.

5) to read Latin orally with increased facility

   The student will read Latin aloud with 80% accuracy of pronunciation and expression.

6) to improve English writing skills by study of a master writer

   The student will improve skills by practicing writing of subjects similar to those of Cicero's orations, using Ciceronian devices and methods.

Suggested Content

1) Readings, vocabulary, syntax, and rhetorical devices as encountered in three Ciceronian orations: Pro Archia, De Imperio Cn.Pompei, In C. Verrem.

2) Background history and political events of Rome of the first half of the first century B.C.

Texts:

Horn and Gummere: Using Latin III, Scott Foresman, 1968

Jenney and Scudder: Third Year Latin, Allyn and Bacon, 1967

Cicero: Selected Orations

Objectives of Course	Suggested Content
7) to demonstrate knowledge of issues of Roman government elicited from the orations studied He will be able to identify with 80% accuracy the problems of concentration of power in the hands of one man, the question of citizenship, the value to a country of the cultural arts, and the abuses of the provincial system.	
8) to identify the relevancy of the problems and ethics of Cicero's day to those of modern times He will be able to compare and contrast the ideas Cicero discusses with subjects current in the news media today.	

Cicero: Selected Orations

Suggested Resources, Materials, Methods and Activities

List of Resources and Materials:

Slides of Italy, Sicily, and Greece
Maps of Mediterranean World of Classical period
Scullard, H.H.: From the Gracchi to Nero
Duff, J. Wight: A Literary History of Rome
Grant, Michael: The World of Rome
Syme, Ronald: The Roman Revolution

Methods and Activities:

A. Assigned readings in one of the previously mentioned reference works or comparable resources with individual reports given on subjects such as:

1) Literary tradition with special emphasis on Latin and Greek writers and their influence on Roman life
2) Laws governing Roman citizenship
3) Military power in the Roman republic of Cicero's earlier days
4) The system of provincial government

B. Reading of selected orations and discussion in class of their content and style

C. Group work for reading and discussion

D. Occasional periods of concentration on syntax and prose composition

E. Panel discussion on topics compiled by class arising from the reading.

F. Frequent short passages of sight reading, perhaps increasing in difficulty and length

G. Writing of essays or speeches on subjects of Roman history or contemporary ideas with an attempt to make use of Cicero's rhetorical skill. A comparison here of speeches by Winston Churchill and John F. Kennedy can be profitable.

H. Derivative study - This can be handled in many ways, even with games, matches (like a spelling bee), notebooks, etc.

Cicero: Selected Orations

Contents

Subject Matter	Political, Moral and Historical Elements	Syntax	Rhetorical Devices
Pro Archia: Oration in behalf of citizenship for the poet, but dwelling more on the value of the arts.	1) Laws of citizenship 2) Value of integrity of individuals 3) Influence of letters on life of individuals and society 4) Importance of training by broad cultural subjects	Vocabulary and derivative study Subjunctive Uses: Purpose Desire (2nd command) Conditional Clauses Cum clauses Ind.Questions Attraction Anticipatory Proviso Doubt Volitive Deliberative Question Result Relative Description Verbal Uses: Participles Gerund Gerundive Indirect discourse Complementary Inf. Subject Inf.	Orderly arrangement of arguments Pleasing and forceful words Rich and imaginative expression Vivid description Rhetorical questions Figures of Speech: Alliteration Anaphora Asyndeton Chiasmus Ellipsis Euphemism Hendiadys Litotes Metonymy Onomatopoeia Oxymoron Praeteritio
In C. Verrem: Oration delivered in the trial of Verres for corruption in the governing of Syracuse.	1) History of Roman conquest in Asia Minor 2) The Manilian Law 3) Cicero's sponsorship of Pompey 4) Warning of precarious condition of Roman economy 5) Arguments for granting of power to Pompey 1) Abuses of power by Verres 2) Plundering of art treasures 3) Descriptions of Sicily 4) Sidelights on ancient art		
De Imperiō Cn Pompeii: Oration to support the Manilian Law that would give Pompey supreme power in the east.			

Cicero: Selected Orations

Suggested Content	Suggested Resources and Activities
1 week:	
Study of Roman conquest of Asia Minor	Individual research in library and reports to class. Discussion of expansion of Roman Empire and comparison with imperial practices of other nations throughout history.
3 weeks:	
Oration for Pompey	Division of Pompey oration to be read by individual students to rest of class. Discussion of each portion read and rereading at home.
5 weeks:	
Oration for Archias	Translation of this oration in traditional fashion can be rewarding. Discussion of value of liberal arts.
2 weeks:	
Oration against Verres	Oration against Verres read by dividing class into small groups to read and discuss. Dramatization of trial in small segments can be effective. Reading of either a fiction or nonfiction book for a book report can be rewarding during this quarter. Resources: Suggested for Book Reports: The Last Days of Pompeii, by Sir Edward Buliver-Lytton King of Pontus, Alfred Duggan, Coward-McCann, Inc., N.Y. Quo Vadis, H.K. Sienkiewicz This Was Cicero: Modern Politics in a Roman Toga, H.J. Haskell Knopf, N.Y. Mute Stones Speak, Paul MacKendrick St. Martin's Press, N.Y. The World of Rome, Michael Grant, Mentor Books, New American Library, N.Y. Cicero and His Influence, Rolfe, J.C. Cooper Square Publishers N.Y., Reprinted, 1963.

Cicero: Selected Orations

Suggested Content

Suggested Resources and Activities

Audio-Visual Aids:

R. V. Schoder, S. J. Loyola, Univ. of Chicago, Ill., Slides of Mediterranean World

Life Magazine, Filmstrip Dept. 5 filmstrips on Rome

Pictures: American Classical League, Oxford, Ohio
Metropolitan Museum of Art, N.Y. postcards on Greek and Roman art

Maps:

Classical Lands of Mediterranean, National Geographic Magazine, Dec. 1949; sold separately

Rand McNally, and Co., Box 7600 Chicago 80, Ill.

Cicero: Selected Orations

Suggestions for Evaluation

1) With the help of a dictionary to read with understanding the material studied
   Give a passage from any of the three orations studied with questions concerning factual content.
2) to comprehend sight passages of Latin with increased facility
   Short passages from Gellius or some of Cicero's philosophical works, or epigrams from Martial are good for this practice.
3) to demonstrate increased knowledge of Latin syntax.
   a) In the passage given for comprehension assign some of the subjunctive verbs and verbal phrases for analyzing.
   b) Give English sentences to be written into Latin with constructions typical to Cicero.
4) to identify the rhetorical devices and figures of speech of Ciceronian oratory
   a) Name and give examples or explain at least two rhetorical devices and three figures of speech used by Cicero.
   b) Cut from magazines or newspapers ten examples of figures of speech used in English and in Cicero. Tape to sheet of paper and have students identify as in a lab practical.
5) to read Latin orally with increased facility and expression
   Given a passage to read aloud, the student will read with expression suitable to the meaning. Memorization of short passages are helpful.
6) to improve English writing skills by the study of a master writer
   Write an essay on some topic related to the orations read, imitating Cicero's style as far as possible.
   e.g. a) A character sketch of Pompey
   b) The Liberal Arts, necessary for education
   c) The dangers of concentrating too much power in the hands of one man
7) to demonstrate knowledge of the issues of Roman government elicited from the orations studied
   a) What was the goal sought by the Social War that broke out in 90 B.C? How did this affect the poet Archias?
   b) What were the requirements of the law for citizenship as a Roman?
   c) Describe the importance of Sicily to the Roman Empire.
   d) Explain the system of provincial government
   e) List the campaigns Pompey waged in the East
   f) It has been said that the Manilian law marked the end of one epoch of Roman history. Explain.
   g) Describe the final defeat of Mithradates.
8) to identify the relevancy of the problems and ethics of Cicero's day to those of modern times
   a) Imperialism
   b) Citizenship
   c) Court procedures
   d) Education
   e) Morality
   f) The arts

Latin Department

Course Number - 353250 Vergil's Aeneid A

Description of Course:

Reading in Latin Vergil's Aeneid, Book I and Book II to line 268 with a study of versification, figures of speech, mythology, themes, purposes, and the epic form.

Administrative Requirements:

1) a maximum of 30 students

2) sufficient number of textbooks

3) maps of classical and modern Mediterranean World

4) resource materials;

a) Homer's Iliad, translated by W.H.D. Rouse, a Mentor Classic.

b) Gayley, Classic Myths

c) Pöschl, The Art of Vergil, Image and Symbol in the Aeneid, University of Michigan Press, 1962.

5) Class sessions of not less than 250 minutes per week

This course is recommended for students who have completed Intermediate Latin C (352230) and whose course selection has been approved by a Latin teacher on the basis of satisfactory performance of the pre-requisites to advanced level work. This course is especially recommended for prospective humanities majors.

Vergil's Aeneid A

Objectives of Course

The student will be able:

1) to read with understanding with the use of a dictionary the selections offered.

Given English questions concerning the subject matter of a passage from the Aeneid, the student will be able to demonstrate knowledge in English with at least 80% accuracy.

2) to list relevant factors of background information needed for appreciation of selections studied.

These lists should concern the periods of history of both Vergil and the legendary founding of Rome, the epics Iliad and Odyssey which influenced the Aeneid, and Vergil's literary heritage from Latin writers.

3) to identify the poetic devices of the epic

Given specific passages from the Aeneid the student will identify rhetorical devices, figures of speech, imagery and symbolism with 70% accuracy.

4) to compare and contrast Roman ideals, ethical standards and aspirations with those of Modern America.

Such qualities should include patriotism, devotion to the deities, integrity of purpose and action, nobility of character, loyalty to friends and country, etc.

5) to evaluate the Roman religion as revealed in the readings

To identify the major deities involved in the Aeneid and their relationships to each other and to mortals.

Suggested Content

Life of Vergil

History of Rome through Augustan Age

Reading in translation of Homer's Iliad

Study of the Aeneid, Book I and Book II through line 267.

Texts:

Carr and Wedeck: Latin Poetry Heath and Co., 1940

Jenney and Scudder: Fourth Year Latin, Allyn and Bacon

Vergil's Aeneid A

Objectives of Course	Suggested Content
6) to Analyze the Golden Age in literature Given questions concerning the writers of Vergil's periods, knowledge of major authors and their works should be demonstrated with 80% accuracy.	
7) to discuss the Aeneid as a classic Questions concerning the poetic genius of Vergil, the dramatic and narrative power of his epic, and his influence on later English-writing authors should be answered with 70% accuracy.	
8) to demonstrate knowledge of dactylic hexameter Given a passage of the Aeneid, he should be able to scan the lines manually and read them aloud with accurate sound and rhythm.	

Vergil's Aeneid A

Suggested Resources, Materials, Methods and Activities

List of Resources and Materials:

Slides of Italy, Greece, Asia Minor, Northern Africa
Tapes of reading of dactylic hexameter
Homer's Iliad and Odyssey in translation
Duff, J. Wight, A Literary History of Rome, Barnes and Noble, Inc., N.Y.
Grant, Michael, The World of Rome, New American Library of World Lit., NY
Hamilton, Edith, Mythology.
Hamilton, Edith, The Roman Way.
Teeney, Frank. A History of Rome, Holt, Rinehart and Winston, Inc., N.Y.
Oxford Classical Dictionary, Clarendon Press, Oxford.

Methods and Activities:

1) Introduction to course with reading of the Iliad in translation and a discussion of the events leading up to the Aeneid.

2) Discussion of the epic form and the great epics of the ages.

3) Readings in history of political and literary history of Rome. Oral reports and class discussion of these topics may be helpful.

4) Reading Book I and Book II to line 267
   a) Daily homework assignments of reading of Latin for comprehension.
   b) Reading aloud in class; questions based on subject matter; summing up in oral or written English basic ideas of passage.
   c) Translation of passages difficult to comprehend.
   d) Analysis of grammatical forms; such as, complex sentences, participial phrases, Greek accusative with middle voice, and case uses. Use of work units in Carr and Wedeck's Latin Poetry.
   e) Study of metrical forms with particular emphasis on dactylic hexameter. Daily reading aloud for rhythm and sound.
   f) Study of poetical devices such as figures of speech, rhetorical questions, symbolism, and imagery.
   g) Discussion daily of Vergil's purposes and themes as revealed in the Aeneid.
   h) Discussion as encountered of mythological references and religious significance of events and speeches.
   i) Group work for translation and discussion of style or subject matter can be very helpful after students have become self-confident with poetic work.
   j) Panel discussions of history of Rome and life of Vergil can enliven class work and prevent monotony of assignments.
   k) Memorization of passages, short ones of memorable quotations and longer ones for practice of the sound of poetry, is usually a source of satisfaction for the students.

Contents - Vergil's Aeneid A

Subject Matter	Mythology	Poetic Devices
Book I:	Wrath of Juno	In medias res.
Storm at sea	Relation of gods to each other and to mortals	Rhetorical questions
Juno causes shipwreck	Divine intervention	Figures of speech
Arrival at Carthage	Visions and omens	Imagery
Venus sends Cupid to inflame Dido		Symbolism
Banquet for Trojans		Flash back
		Versification
Book II:		
Aeneas' story of		
1) the Trojan horse		
2) the spy Sinon		
3) the return of the Greeks		

Contents - Vergil's Aeneid A

Themes	Purposes	Syntax
Juno's hatred	Glorification of Rome	Review of subjunctives
Aeneas' devotion to his destined task	Assistance in Augustus' programs of reform	1
Horror of War	Restoration of simple lives and sturdy virtues of forefathers	1) Anticipatory
Lacrimae rerum		2) Indirect Question
		3) Conditional Clauses
		4) Purpose
		5) Indirect Command
		Participial uses
		Case uses

Vergil's Aeneid A

Suggested Content

1 week:

Introduction to course with study of Iliad.

1 week:

Discussion of Roman political and literary history; study of Vergil and the Augustan age.

7 weeks:

Reading of Book I

Storm drives Trojans to coast of Africa

Arrival in Carthage

Venus' intervention for Aeneas

Banquet for the Trojans and Dido's involvement

2 weeks:

Reading of Book II through line 297

Aeneas' story of last days of Troy

The departure of the Greeks

The Trojan horse

The spy Sinon

The return of the Greeks

Vergil's Aeneid A

Suggested Resources, Materials, Methods, Activities

Homer's Iliad, translated by W.H.D. Rouse, Mentor Classics
Reading done at home and plot and purposes discussed in class.

Duff, J. Wight: Literary History of Rome

Frank, Tenney: A History of Rome

Grant, Michael: The World of Rome

Appropriate essays in textbooks, oral reports, panel discussion by topics, lecture by teacher.

Resources:

Gayley, Classic Myths
Pöschl, Art of Vergil
Hamilton, Edith. Mythology

Activities:

1) Reading in and out of class
2) Discussion of content
3) Translation of difficult passages
4) Analysis of syntax for comprehension
5) Identify the poetic devices as encountered; the following are examples:
   In medias res - Book I, line 1
   Rhetorical questions - Bk. I, ll. 11, 36, 459, 539, 605
   Bk. II, ll, 42, 69
   Hyperbole - Bk. I, l. 105 mons aquae. l. 129 caeli ruina
   Transferred epithet - Bk. I, l.707 - limina laeta
   Bk. II, l. 168 - virgineas vittas
   Simile - Bk. I, ll. 148-153 (Expressed comparison) ll. 148-153, ll. 393-400, ll. 430-436, ll. 498-504
   Metaphor - Bk. I, l. 63 - driving the winds like horses
   l. 673 - cingere flamma reginam
   Onomatopoeia - Bk. I, l. 55 - magno cum murmure montis
   (words remind of sound) l. 164 - silvis scaena coruscis
   Personification - Bk. I, l. 168- fessas navis, l. 292 - fides
   (giving personality to inanimate objects)
   Tmesis (word divided) - Bk. I, l. 176 - circum - dedit,
   l. 412 - quae - cumque
   Metonymy - (use of one word for another related word)
   Bk. I, l. 177 - Cererem,
   l. 215 - Bacchi
   l. 527 - Penatis
   Bk. II, l. 230 - robur
   l. 294 - moenia
   Hendiadys - (use of two nouns for one noun and modifier)
   Bk. I, l. 293 - ferro et compagibus artis
   l. 636 - munera laetitiamque dii

Suggested Resources, Materials, Methods, Activities (Continued)

5) continued)
alliteration (repetition of same initial sound) Bk. I, l. 349
anophora (repetition for emphasis of initial word at the beginning of each series of phrases)
Bk. I,,l. 200 ff vos .... vos
l. 743 ff unde-.... unde
l. 751 ff nunc....nunc
polysyndeton (repetition of conjunction in a series) Bk. I, l. 229 - hominumque deumque
l. 744- pluviasque - geminosque
l. 609 - honōs nomenque tuum laudesque
apostrophe (addressing someone absent as though present)
Bk. I, l. 437 - o fortunate
Bk. II, l. 154 - aeterni ignes

6) Study of dactylic hexameter; scansion; practice of reading aloud for rhythm and sound

7) Identification of themes
a) Juno's wrath
b) Pius Aeneas
c) lacrimae rerum
d) horror of war

8) Discussion of Vergil's purposes
a) glorification of Rome
b) emphasis on basic virtues of courage, honor, and piety

9) Carr and Wedeck's Latin Poetry
Work Units I - VIII. These include vocabulary and syntax and many references to the Aeneid in later poetry.

10) Suggested memorization:
Book I
a) lines 1 - 7
b) line 33
c) line 199
d) line 203
e) line 462
f) line 630
Book II: line 49

Suggestions for Evaluation
(Vergil's Aeneid A

I. To read with understanding the selections offered
e.g. Given the passage Aeneid Book I lines 419-440 and a dictionary, answer the following questions in English:

a. Where do Aeneas and Achates go?
b. What do they see; from where?
c. Name four activities going on in the city.
d. Name four activities of bees

II. To list relevant factors of background information needed for appreciation of selections studied.

a. Compare and contrast Homer's themes with those of Vergil.
b. Name two programs of reform promoted by Augustus and supported by Vergil.
c. On a map locate the area of action involved in Books I and II.
d. Name two possible sources from which Vergil derived his epic.

III. To identify the poetic devices of the epic.

a. Given the passage Book I lines 159-179, identify at least three figures of speech and explain their uses.
b. Define the following devices and give examples in English (or, if using the book, Latin):
1) rhetorical questions
2) hyperbole
3) transferred epithets

IV. To compare and contrast Roman ideals, ethical standards, and aspirations as revealed in this work with those of modern America
e.g. Write an essay comparing and/or contrasting a prominent virtue extolled in the Aeneid with a similar virtue considered good in American life. Support your points with occurrences or characters in the Aeneid and with citations from modern life.

V. To evaluate the Roman religion as revealed in the readings:

a. Name three major deities involved in the life of the Trojans and explain their significance to the development of the plot.
b. Compare or contrast the role of the gods in the Aeneid with that in Iliad.
c. Identify the importance to Romans of the ship of Venus, mother of Aeneas.
d. Describe the conflict in life between order and chaos, mind and emotion, light and darkness as revealed in the conflict between Juno and Jupiter.
e. Show how Vergil reveals the three levels of reality:
1) Cosmos, the sphere of divine order
2) Myth, the heroic world of poetic persons and destiny
3) History, the world of historical and political phenomena (See Pöschl, Art of Vergil, p. 23)

Suggestions for Evaluation (Continued)
(Vergil's Aeneid A)

VI. To analyze the Golden Age in literature
e.g. Name four authors of the Augustan period and list at least one work or the literary genre of each.

VII. To discuss the Aeneid as a classic.
e.g.
a. In an essay discuss the style of the Aeneid and give illustrations of the dramatic and poetic power of the poem.
b. Given five quotations from later writers, identify the reference to the Aeneid of each. (See Carr and Wedeck, Latin Poetry, Work Units)
c. Describe the influence of Vergil on one later writer such as Dante or Milton.

VIII. To demonstrate knowledge of dactylic hexameter.
e.g.
a. Given a passage from the Aeneid, Book I, scan the lines, marking the measures, quantity of each, and all elisions.
b. Read aloud a passage from the Aeneid with correct pronunciation and rhythm.

Latin Department

Course No. 353260

Cicero and Sallust:
Catilinarian Conspiracy

Course Description:

A study of an attempt to overthrow the Roman republic as recorded by the historian Sallust and the statesman Cicero.

Administrative Requirements:

1) A maximum of 30 students

2) Sufficient number of texts

3) Map of city of Rome

4) Reference materials:

Duff, J. Wight: Literary History of Rome from the Origins to Close of the Golden Age, "The Ciceronian Age", Praeger Paperbacks

Scullard, H. H., From the Gracchi to Nero, Praeger Paperbacks, 1965

Syme, Ronald. The Roman Revolution, Oxford University Press (Oxford Paperbacks) 1960.

Taylor, Lily Ross, Party Politics in the Age of Caesar, Univ. Calif. Press, Berkeley, 1961.

Allen and Greenough: New Latin Grammar, Ginn and Co., 1931.

5) Class sessions of not less than 250 min. per week.

This course is recommended for students who have completed Intermediate Latin C (352230) and whose course selection has been approved by a Latin teacher on the basis of satisfactory performance of the prerequisites to advanced level work.

Cicero and Sallust

Objectives of Course

The student will be able:

1) with the help of a dictionary to read with understanding the material studied

   Given a passage of either Sallust's or Cicero's account of the Catilinarian conspiracy, the student will be able to answer in English with 70% accuracy English questions concerning the content.

2) to read sight passages of Latin with increased facility

   He will be able to identify principal ideas of a given passage with 80% accuracy.

3) to demonstrate increased knowledge of Latin grammar

   The student will be able to analyze complex grammatical structures of Latin prose and write Latin prose with increasing facility and skill.

4) to identify the rhetorical devices and figures of speech of Ciceronian oratory

   The student will be able to list at least three rhetorical devices and their five figures of speech and give examples from the text.

5) to read Latin orally with increased facility and memorize portions of the text

   The student will read Latin aloud with 80% accuracy of pronunciation and expression and memorize at least thirty lines.

Suggested Content

1) Readings, vocabulary, syntax, and rhetorical devices as encountered in Sallust's Catilina and Cicero's Catilinarian Orations

2) Background history and political events of Rome of the 1st Century, B.C.

   Texts:

   Horn and Cummere: Using Latin III Scott-Foresman, 1968.

   Jenney and Scudder: Third Year Latin, Allyn and Bacon, 1967

Cicero and Sallust

Objectives of Course	Suggested Content
6) to discuss with improved English expression the topics related to the text The student will improve his ability to discuss in English by introducing fully his subject, organizing the points of discussion with support from the text for his argument and concluding with rhetorical force.	
7) to describe the political structure of the Roman Republic. The student will be able to outline the major changes in the government of Rome from its beginning to the decay of 63 B.C.	
8) to compare and contrast the problems and conditions in Roman society of the 1st Century B.C. with those of the 20th Century He will be able to describe some of the elements of Roman daily life and politics that can be traced in our society.	

Cicero and Sallust

Suggested Resources, Materials, Methods and Activities

List of Resources and Materials:

Slides of Rome
Record of first thirty lines of Cicero's 1st Catilinarian read by Moses Hadas
Maps of Rome and Italy
Duff, J. Wight: Literary History of Rome
Scullard, H.H.: From the Gracchi to Nero
Syme, Ronald: The Roman Revolution
Taylor, Lily Ross: Party Politics in the Age of Caesar
Allen and Greenough: New Latin Grammar

Methods and Activities:

1) Introduction to course by study of Roman history with special emphasis on the period of 70 - 60 B.C.
2) Individual research with papers and/or reports on phases of Roman government, law and politics or on significant personalities of Cicero's day.
3) Readings concerning the Catilinarian conspiracy, alternating the history as recorded by Sallust with the orations delivered by Cicero.
   a) Daily homework assignments of reading of Latin for comprehension.
   b) Reading aloud in class - Summing up in English of specific points and basic ideas.
   c) Linear translation for comprehension of difficult passages.
   d) Discussion of rhetorical devices used so effectively by Cicero
   e) Analysis of complex grammatical structures for the purpose of clarification of content.
   f) Writing of English prose in Latin. An interesting and helpful exercise is to combine a number of simple sentences into one Ciceronian sentence.
   g) Discussion of customs, morals, religion, and philosophy of the Republican period as evidenced by Sallust's and Cicero's own words.
   h) Frequent discussion questions on tests concerning topics raised in class. This is an excellent opportunity for improved practices of discussion, insisting upon a well introduced subject, points organized with support for argument from the text, and forceful summation or conclusion.
   i) Comparison of the crisis in Rome 63 B.C. with such episodes as revolutions of South America, various attempted coups in all parts of the world, and even attempted rebellions in our own country.
   j) Debates on various topics such as (1) the need for absolute proof before bringing men to trial, (2) capital punishment, (3) moral decay of Rome similar to that of America, etc.
   k) Memorization of first thirty lines of the First Catilinarian Oration.
   l) Group work for reading of text or discussion of topics arising from readings.

Cicero and Sallust:

Suggestions for Evaluation

1) With the help of a dictionary to read with understanding the material studied
   e.g. Cicero's 1st Catilinarian Oration 7: Read the passage and answer in English the following questions:
   a) What emotion does Cicero feel toward Catiline?
   b) What was the reaction of the other senators when Catiline entered?
   c) What would Cicero do if his servants feared him as the citizens fear Catiline?
   d) What metaphor does Cicero use in referring to one's native land?
   e) Name the charges Catiline's native country is accusing him of.
   f) What's the present feeling of the state concerning Catiline?

2) To read sight passages of Latin with increased facility
   Selections from Cicero's letters are good material for such practice.

3) To demonstrate increased knowledge of Latin grammar
   In the above passage, analyze the construction of the words videar, sis. . . . oppressus, adventū, tibi, ferendum, agnoscas, neglegendas, esse, abhorreat.

4) To identify the rhetorical devices and figures of speech of Ciceronian oratory
   a) In the above passage identify three rhetorical devices.
   b) Name three other devices used by Cicero and give an example of each either in Latin or English.

5) To read Latin orally with increased facility and memorize portions of the text.
   a) Given a passage to read aloud, the student will read with correct pronunciation and with phrasing appropriate to the meaning.
   b) Recite aloud the first 30 lines of the 1st oration.

6) To discuss with improved English expression topics related to the text:
   Suggested Topics:
   a) Choose one purpose Cicero reveals in the 1st oration and discuss how he pursues this purpose, giving examples from the text.
   b) Sallust said that Cicero was either "praesentiam Catilinae timens sive irā commotus"; choose one of these emotions and support your belief with passages from the text.

7) To describe the political structure of the Roman Republic:
   a) Describe one political program sponsored by each of these three men: Cicero, Pompey, Caesar.
   b) Sketch briefly the methods of holding elections in the late Republican period.
   c) Rome had no political parties as we know them today, but describe the two major positions held by the ruling class.
   d) Name the five major offices of the Roman government and define the duties of each.
   e) Discuss the corruption in the Roman governemtn as evidenced by the flagrant plotting of Catiline and his follower.

Suggestions for Evaluation (Continued)

8) to compare and contrast the problems and conditions in Roman society of the 1st Century B.C. with those of the 20th Century.

a. Compare and contrast the power of the Roman Senate with that of our Congress and House of Representatives.
b. Identify at least three legal procedures found in Cicero's Rome that we still observe today.
c. Compare the decay in idealism of Cicero's day with that evident in modern America.
d. Write a brief oration in Ciceronian style and tone, using some contemporary subject - Castro? Mao-Tse-tung? or perhaps one of your own choosing.

Sallust and Cicero

Contents

Subject Matter	Political, Moral and Historical Elements	Grammatical Constructions	Rhetorical Devices
Sallust: Events leading up to Catilinarian orations	1) Decline of virtues of Rome's founding fathers	1) Dependent clauses of subjunctive	Metaphors
Cicero: Orations I: Charge of Cicero directly to Catiline.	2) Moral decay of young men and the gangs of Cicero's day	2) Independent subjunctives	Similes
Rhetorical questions concerning Catiline's audacity and traitorous actions.	3) Political structure of Roman Republic	3) Case uses	Praeteritio
Specific description of treasonous acts.	4) Influence of strong personalities on Roman politics	4) Subordination of ideas with clauses, phrases, and single words	Polysyndeton
Cicero's defense of his steps to thwart Catiline.	5) Futility of force as a solution	5) Periphrastic constructions	Rhetorical questions
Appeal and thanks to Jupiter, defender of Rome.	6) Place of religious ideas and practices in political life of Rome		Sarcasm
Oration II - summary in English	7) Cicero's practical and idealistic approach to problems of his day.		Apostrophe
Oration III - Explanation to Roman people of the steps leading to arrest of the Conspirators.			Anaphora
Description of testimony against conspirators before the senate.			Oxymoron
Declaration of Cicero's services for the state.			Forensic language
Oration IV - summary in English			
Sallust: History of war with Catiline and death of the conspirators.			

Cicero and Sallust:

Suggested Content

1 week:

Introduction to crisis of 63 B.C. by a thorough study and discussion of the Ciceronian period, the political and religious structure of the Late Republic, and Cicero the man.

5 weeks:

Sallust's Bellum Catilinae, as he sets the stage for the oration.

Cicero's First Oration Against Catiline

English summary of 2nd Oration.

5 weeks:

Sallust's record of events leading to 3rd Oration

Cicero's Third Oration

English summary of 4th Oration

Sallust's history of conflict with army of the conspirators and the death of Catiline

Suggested Resources, Materials, Methods and Activities:

Jenney and Scudder: Third Year Latin, pp. 2 - 63

Taylor, Lily Ross, Party Politics

Duff, Literary History, "The Ciceronian Age."

1) Reading for comprehension

2) Linear translation of difficult passages

3) Discussion of Cicero's skill or oratory

4) Discussion of political, religious, and moral questions arising from text

5) Group work with reading and discussion

6) Identification of rhetorical devices

7) Memorization of 1st 30 lines of 1st Oration

8) Papers and/or oral reports on topics encountered by students in discussion

9) Analysis of syntax

10) Writing of Ciceronian prose both in Latin and English

11) Study of English derivatives to improve vocabulary

Advanced Level Latin Survey Courses

Description of Courses:

Survey of writings of Rome from beginnings through classical period with selections from the major writers.

Administrative Requirements:

1) Number in class may be two or more
2) A text and dictionary for each student
3) Access to commentaries, encyclopedias, and other library resources
4) Class sessions of at least 250 minutes per week

It is recommended that these courses be treated as directed reading courses basically for fifth year students or exceptional students who cannot schedule another advanced level course.

Suggested Procedures for directed study:

1) Careful planning session of content and objectives of the course by students and teacher
2) Schedules for readings planned by students
3) Consistent home preparation by students
4) Reading in translation of other works of authors studied
5) Class periods:
   a. Students meet to discuss readings and translate challenging passages that need interpretation
   b. Teacher meets with students at least once a week for discussion and help.
      NOTE: If this course is scheduled simultaneously with another advanced level course, the teacher can work with this group while the other takes a test or engages in a group activity.
   c. When need arises, class may meet in the library to research subject such as the history of the period, critical studies of the work being read, or additional readings of the same author.
   d. Assignment by the teacher or selection by the students of topics for research with oral reports seminar fashion to the group.
   e. Written tests following each author studied
   f. One paper during quarter on subject arising from interest in the readings
   g. Brief period during quarter for intensive review of grammar
   h. Reading aloud in Latin of scenes from plays or passages of poetry.
      NOTE: "Comprehension"(in advanced level work) extends to an understanding of style and to an interpretive approach to the work. What is the author trying to do? How far does he succeed? What technical means does he employ to achieve his end? Of what genre is the work. Is an understanding of it aided by cross references to other classical and modern works?
      Sidney Morris, Viae Novae: New Techniques in Latin Teaching, Hulton, London, 1966.

Latin Department

Course No. 354210 Survey Latin Lit. A

Description of Course:

A study of earliest Latin literature with particular emphasis on Roman Comedy, perhaps as a directed reading course.

Administrative Requirements: See Administrative Requirements

Student characteristics: See Administrative Requirements

Suggested procedures: See Administrative Requirements

Text: Lockwood, D.P., Survey of Classical Roman Literature, Vol. I, pp. 1-169 Univ. of Chicago Press, Chicago, 1967

Suggested Resources:

Anthology of Roman Drama, ed. by P.W. Harsh, Holt, Rinehart and Winston, New York

Carcopina, Jerome. Daily Life in Ancient Rome, "Theatre" Yale Press, New Haven.

Duff, J. Wight, Literary History of Rome from the Origins to the Golden Age.

Lindsey, W. M., Captivus, "Plautine Prosody and Metre", Clarendon Press, Oxford.

Oxford Classical Dictionary, Clarendon Press, Oxford

Roman Drama, ed. by Dorey and Dudley, Basic Books, Inc., NY

Survey Latin Lit. A

Objectives of Course

The student is able:

1) to demonstrate a knowledge of the early writings of the Romans to the Ciceronian era.

   The student should know the types of literary works that are extant and the names of important writers and the influences that are evidenced in their work.

2) to analyze critically Roman comedy with a comparative study of Plautus and Terence.

   He should be able to demonstrate thorough knowledge of the plot, style, and characters of at least one play from each of the dramatists studied with only occasional assistance from the teacher.

3) to read Latin for comprehension with increasing skill

   He should contribute to the class discussion and answer questions concerning the characters, plot, and other dramatic elements of assigned selections.

4) to demonstrate independence and responsibility for directed reading and individual research.

   He should demonstrate self-motivation to prepare the assigned readings and investigate problems of interpretation and references without prompting from a teacher.

Suggested Content

1) Lockwood's Survey of Classical Roman Literature, pages 1-169

   a) Introduction

   b) All critical essays introducing each period

   c) Plautus: Miles Gloriosus
      Epidicus
      Terence: Adelphoe
      Caesar: Selections from Letters and De Bello Gallico

2) Critical and historical commentary or readings

Suggested Points to emphasize:

1) Periods of Roman literature

2) Roman staging

3) Influence of Greek on Latin comedy

4) Comedy of manners

5) Stock figures of drama

6) Caesar, a man of extraordinary gifts, his role in the last days of the Republic.

Survey of Latin Lit. A

Suggestions for Evaluation

I. To demonstrate a knowledge of the early writings of the Romans to the Ciceronian era.
   e.g. Identify the types of writings found in the first three periods of classical Roman literature, naming the major writers of each period and at least one of their works.

II. To analyze critically Roman comedy with a comparative study of Plautus and Terence.
   e.g.
   a. Identify three stock figures found in early Roman comedy and characterize each.

   b. Select two characters each from Epidicus and Adelphoe and compare the author's treatment of their types.

   c. Contrast the philosophical tone of Terence's work with the exuberant, light approach of Plautus, with examples from the plays read.

III. To read Latin for comprehension with increased skill.
   e.g. Given a passage from the text, write a comprehensive summary, indicating by choice of words the spirit of the author.

IV. To demonstrate independence and responsibility for directed reading and individual research.
   e.g. Conscientious voluntary research of obscure references.

Latin Department

Course No. 354220 Survey Latin Lit. B

Description of Course:

Selected readings from the letters and essays of Cicero and the poetry of Lucretius, Catullus, Vergil and Horace.

Administrative Requirements: See Administrative Requirements

Student characteristics: see Administrative Requirements

Suggested Procedures: See Administrative Requirements

Text:

Lockwood, D.P., A Survey of Classical Roman Literature,
Vol. I, pages 170 - end;
Vol. II, pp. 1-111, Univ. of Chicago Press, Chicago, 1967.

Suggested Resources:

1) Cicero, Selected Letters, How, Clarendon Press, London

2) De Rerum Natura, ed. by Leonard and Smith, University of Wisconsin Press, 1961.

3) Hadas, Moses, A History of Latin Literature, Columbia Paperback.

4) Horace: Odes, and Epodes, ed. by Shorey and Lang, Sanborn and Co., N.Y.

5) Oxford Classical Dictionary. Clarendon Press, Oxford.

6) Richards, I.A., Practical Criticism. Harcourt, Brace and World, N.Y.

7) Rose, H.J. Religion in Greece and Rome. Harper Torchbooks.

8) Vergil's Bucolics and Georgics, ed. by T.E. Page, Macmillan.

Survey Latin Lit. B

Objectives of Course

The student is able:

1) to demonstrate knowledge of the history of Roman literature from Cicero through the poet Horace.

   He should be able to list the best-known authors, their time, their type of work, and their major claim to fame.

2) to discuss the major philosophies of the classical period of Roman life

   He should be able to comment with insight on such topics as Stoicism, Naturalism, Epicureansim, etc.

3) to identify the various genres of Roman poetry

   He should be able to list the types of poetry and at least one author who used each medium and recognize the genres of the works studied.

4) to demonstrate knowledge of the works of this period that have had lasting recognition of worth

   He should be able to point out the most famous works of the years between 60 and 10 B.C. and demonstrate at least a cursory knowledge of their subject matter and style.

5) to read Latin for comprehension with increasing skill

6) to demonstrate continuing independence and responsibility for directed reading and individual research.

Suggested Content

1) All critical essays introducing each period and author

2) Selections:

   a) Cicero

      1) Letters

      2) Essays: "Oratory-The Chief Civilizer of the Human Race."; Philosophical Essays ii (Socrates, etc.) and iii (Simplicity)

   b) Lucretius

   c) Catullus

      Vers de Societé -a,b,g,h,m,n
      Elegies - i, ii, iii
      Poems to Lesbia - as time permits

   d) Sallust

   e) Livy - 1) "The Rape of Lucrece"

      2) "Hannibal at the Gates of Rome"

      3) "The Death of Hannibal"

   f) Vergil - Ecologue IV
      Georgics 1, 2, 6

   g) Horace - Epodes 1, 2
      Sermones 1, 2
      Odes - as time permits

Survey Latin Lit. B

Objectives of Course

Suggested Content

Suggested Points to Emphasize:

1) The rapid extension of the culture of this era

2) Replacement among the educated of the old national religion with Greek philosophy

3) The contemporary life characterized by the literature

4) The genres of poetry written: epic, lyric, elegy, satire, epigram, didactic, pastoral

5) The treatment of the Greek philosophies by the Romans

6) The Roman treatment of the satire

7) The poets' attitudes toward life, government, morals, etc.

Survey Latin Lit. B Suggestions for Evaluation

I. To demonstrate knowledge of the history of Roman literature from Cicero through the poet Horace.
e.g. Give a brief sketch of the development of Latin literature during the decline of the republican government.

II. To discuss the major philosophies of the classical period of Rome.
e.g.
a. Identify the two major philosophies and the Roman authors' acceptance or rejection of these
b. Compare and contrast the Epicurean philosophy of Lucretius with that of the other poets of this era.
c. List two characteristics each of Epicureanism and Stoicism.

III. To identify the various genres of Roman literature
e.g.
a. List three genres of poetry written in this era and identify one author for each.
b. Identify the genres of each of the following works:
1) Vergil's Eclogues
2) De Rerum Natura
3) Catullus' "When Cupid Sneezes"
4) Horace's "Integer Vitae"
5) Vergil's Georgics
6) Horace's "The Bore"

IV. To demonstrate knowledge of the works of this period that have had lasting recognition of worth
e.g.
a. Compare and contrast Vergil's "The Blessings of a Farmer's Life" and Horace's "Country Joys".
b. Give a brief summing up of the subject Lucretius treats in his epic poem.
c. Discuss the art of satire as created by Catullus and Horace.
d. List three types of literature that Cicero employed and discuss briefly his success with each.

V. To read Latin for comprehension with increased skill.

Given passages of prepared sight reading, accuracy of interpretation and speed of comprehension might be tested with a request for precis comprehension questions, discussion questions on subject matter, purpose, style, etc.

VI. To demonstrate independence and responsibility for directed reading and individual research.

Ample opportunity should be given the students to plan their course, carry out daily home preparation, to undertake individual research and reporting.

Latin Department

Course No. 354230 Survey of Latin Lit. C

Description of Course:

Selected readings from the elegiac poets, Petronius, Martial, Pliny, Tacitus, and Juvenal.

Administrative Requirements: See Administrative Requirements

Student Characteristics: See Administrative Requirements

Suggested Procedures: See Administrative Requirements

Text: Lockwood, D.P., A Survey of Classical Roman Literature, Vol. II, pp. 111-end, Univedsity of Chicago Press, 1967.

Suggested Resources:

Annals of Tacitus, "Introduction" ed. by Henry Furneaux, Clarendon Press, Oxford.

Duff, J. Wight, A Literary History of Rome, Barnes and Noble, N.Y.

Carcopina, Jerome. Daily Life in Ancient Rome, Yale Paperbound.

Grant, Michael. The World of Rome. Mentor Books

Highet, Gilbert. Juvenal the Satirist, a Galaxy Book, Oxford, 1961.

Propertius, Select Elegies, ed. by J.P. Postgate, Macmillan, London, 1958.

Satires of Juvenal, ed. by E.G. Hardy, Macmillan, London, 1958.

Syme, Ronald. The Roman Revolution. Oxford Paperbacks, 1960.

Survey of Latin Lit. C

Objectives of Course

The student is able:

1) to demonstrate knowledge of the political and literary history of post-republican Rome

   He should be able:
   a) to sketch the course of empirical government with the more prominent emperors and
   b) to identify the writers of this period with their works.

2) to discuss the changes in the social customs and morality of the Romans of the Empire

   He should be able to point specific areas of morality and daily customs that the authors of the period describe.

3) to read elegiac poetry with correct sound and rhythm

   He should show knowledge of this meter both in oral and written demonstration.

4) to discuss the character of elegiac and satiric poetry

   He should be able to list the authors and their works of these genres and describe the styles, purposes and themes used.

5) to point to the steps in the decline of creative work of the post-Augustan age.

   He should be able to compare and contrast the poetry and prose of these years with that of the First Century B.C.

Suggested Content

1) All critical essays introducing each period and author.

2) Selections:
   A. Elegiac Poets:
      1) Tibullus -(1) and (2)
      2) Propertius - all
      3) Ovid - Amores (1) and (2)
         Tristia (1),(4),(5),(7)
         Epistulae Ex Ponte (1)

   B. Petronius "Trimalchi's Dinner"
   C. Martial - all
   D. Silver Age
      1) Tacitus - Germania (1),(4),(5), (9),(12),(13),(14)
      2) Pliny - Letters (1),(8),(11), (23),(29),(30)
      3) Juvenal - all
      4) Additional readings of time permits

Suggested Points to Emphasize:

1) Elegiac meter

2) Character of elegiac poetry and the society

3) Comparison of the Satyricon with Boccaccio and Chaucer

4) The nature of epigrams

5) Cursory history of the Silver Age

6) The style and purpose of Tacitus' writings

7) Roman society as revealed by Tacitus, Pliny, and Juvenal

8) The eruption of Vesuvius

9) Roman tradition of satiric essays

10) The rise of Oriental religions and Christianity in the post-Republican era.

Survey Latin Lit. C

Objectives of Course	Suggested Content
6) to discuss the philosophy and pagan religions of this period He should be able to point to the appeal of various schools of philosophy and the spread of eastern cults.	
7) to trace the rise of Judaism and Christianity He should be able to relate the results of the influx of the Jews and the beginnings of the Christian religion.	
8) to read Latin for comprehension with increasing skill Accuracy of interpretation and speed should continue to improve.	
9) to demonstrate continuing independence and responsibility for directed reading, individual research, writing of papers and giving of oral reports Evidence of self-motivation should be given in home preparation and individual pursuit of materials related to the reading.	

Survey Latin Lit. C Suggestions for Evaluation

I. To demonstrate knowledge of the political and literary history of post-Republican Rome.
   e.g. a. Trace the rise of empire in the 1st Century, A.D.
   b. Compare and contrast the role of the consul and senate in Nero's day with that in the time of Caesar and Cicero.
   c. Identify the times and characters of at least three emperors from Augustus to Trajan.
   d. Name three significant authors of this period and describe their contribution.

II. To discuss the changes in the social customs and morality of the Romans of the Empire.
   e.g. a. Select one area of life that reveals changes in the 1st Century A.D. and describe the deterioration as shown by one or more authors of the day.
   b. Compare and contrast the customs of games and other entertainment of the Silver Age with those described by Vergil in his Aeneid.
   c. Discuss the change in attitude toward virtue as depicted by Juvenal with that described as ideal by Cicero and Sallust.

III. To read Elegiac poetry with correct sound and rhythm.
   e.g. Given Propertuis' poem"The Winged Boy", either read aloud with correct rhythm or scan manually with proper markings.

IV. To discuss the character of elegiac and satiric poetry.
   e.g. Take either the subject "Elegy" or "Satire" and discuss the Roman contribution to this genre.

V. To point to the steps in the decline of creative work of the Post-Augustan Age.
   e.g. Write an essay showing how the tendency toward autocracy and the resulting limiting of freedom of expression effected a decline in literature and a suppression of some works.

VI. To discuss the philosophy and pagan religions of this period.
   e.g. a. Discuss the intellectuals' interest in the various schools of philosophy
   b. Identify three oriental cults that became established in Rome.
   c. Choose one author studied and point to his religious or philosophic beliefs as evidenced in his writings.

VII. To trace the rise of Judaism and Christianity.
   e.g. Describe the influx of Jews after the Dispersion and the beginnings of Christianity as seen in the readings.

VIII. To read Latin for comprehension with increasing skill.
   e.g. Given passages of prepared and sight reading, give a precis or answer questions concerning subject matter and style.

IX. To demonstrate continuing independence and responsibility for directed reading, individual research, writing of papers, and giving of oral reports.
   e.g. The members of the class should from the beginning plan the schedule of readings, select subjects for research related to the periods and subject matter of the readings, write several short papers or one long one on a subject arising from the readings or discussion, and show ability to initiate and lead discussions.

Organizations for Latin Teachers

1. CMFLA or Classical and Modern Foreign Language Association
2. MALTA or Metropolitan Atlanta Language Teachers' Association
3. ACL or American Classical League
4. ACTFL or The American Council on the Teaching of Foreign Languages
5. The Vergilian Society

CMFLA informs a teacher about the state contests sponsored by This group and held at the University of Georgia, Athens, usually the second Saturday of May.

Since much research has been done in recent years in the field of linguistics, it has been considered advisable, before completing an approved Latin textbook list, to explore some of the new methods of language teaching already widely adopted in the modern language teaching. Although most of the publishers are producing tapes to accompany their traditional Latin texts, two recent publications present challengingly new techniques: Artes Latinae and Lingua Latina Viva. Both of these employ the structural approach which makes use of some of the more sophisticated linguistic research that affects the order of presentation.

Junior Classical League

Latin clubs organized to stimulate interest in the language and to increase the students' knowledge of Greco-Roman civilization should enroll as chapters of the American Classical League, the national level, and of the Junior Classical League, the state level. To affiliate with ACL, send $5.00 annual dues to:

The American Classical League
Miami University
Oxford, Ohio 45056

JCL pins can be bought from ACL for a small fee. Brochures of program materials, plays, posters, games, etc. will be mailed to the teacher. An annual national convention is held by this group.

To affiliate with the Georgia send $3.00 annual dues to:

Mrs. Jim Cavan
Robert E. Lee High School
Thomaston, Georgia

Pay this before December first when the membership closes or the chapter cannot attend the state convention at Rock Eagle in the spring or participate in the Latin contests sponsored by JCL.

Active chapters exist at East Atlanta, Dykes, Northside, and North Fulton. A teacher new to the system would profit by talking with the sponsoring teacher at one of these schools. A call to the office secretary at any one of the schools named and a request for the sponsor of the Latin club to call you will be enthusiastically received.

Non-Fiction Books in One High School Library Which Has All the Materials That Should Be in Every Latin Classroom

Carcopino, Jérôme. Daily Life in Ancient Rome, Yale University Press, 1960, (A Yale Paperbound, $1.45)

Coolidge, Olivia. Caesar's Gallic War, (Fiction based on fact), Houghton Mifflin Co., 1961.

Cottrell, Leonard. Hannibal, Enemy of Rome, Holt, Rinehart and Winston, 1961.

Cowell, F. R. Everyday Life in Ancient Rome, G. P. Putnam's Sons, 1961.

Davis, William Stearns. A Day in Old Rome, Allyn and Bacon, 1959.

Gibbon Edward. The Decline and Fall of the Roman Empire, Harcourt, Brace and Co., 1960, (An Abridgement by D. M. Low).

Grant, Michael. The World of Rome, The World Publishing Co., 1960.

Haywood, Richard Mansfield. The Myth of Rome's Fall, Thomas Y. Crowell Co., Inc., 1959.

Isenberg, Irwin. Caesar, A Horizon Caravel Book, American Heritage Publishing Co., Inc., 1964.

Johnston, Mary. Roman Life, Scott, Foresman and Co., Inc., 1957.

Komroff, Manuel. Julius Caesar, Julian Messner, Inc., 1961.

Mills, Dorothy. The Book of the Ancient Romans, G. P. Putnam's Sons, 1937.

Montanelli, Indro. Romans Without Laurels, Pantheon Books, 1962.

Plutarch. The Lives of the Noble Grecians and Romans, trans. by John Dryden and revised by Arthur Hugh Clough, The Modern Library Series, Random House, 1864.

Showerman, Grant. Rome and the Romans, The MacMillan Co., 1959.

Three New Books for the Teacher About New Techniques

Distler. Teach the Latin, I Pray You, Loyola University Press, Chicago.

Morris, Sidney. New Techniques of Latin Teaching, Blackwell's, Broad St., Oxford, England, $1.25.

Sweet, Craig Seligson. Latin: A Structural Approach, University of Michigan Press, Ann Arbor, Michigan, Revised Edition, 1966.

Historical Fiction and other reading references for classes in Junior, Senior High Schools and Colleges - Compiled by Hannah Lagasa McKinley Publishing Company, Philadelphia, 1958.

BIBLIOGRAPHY - ROMAN HISTORY

Anderson, P. L. Pugnax the Gladiator, Appleton, 1931.

Anderson, P. L. Slave of Catiline, Appleton, 1931.

Anderson, P. L. Swords in the North, Appleton-Century, 1935.

Anderson, P. L. With the Eagles, Appleton, 1929.

Atherton, Gertrude. Golden Peacock, Houghton Mifflin, 1936.

Bentley, Phyllis. Freedom Farewell, Macmillan, 1936.

Blythe, L. Crown Tree, John Knox Press, 1957.

Bond, R. T. Everybody's Plutarch, Dodd, 1931.

Bryher, Pseud. The Coin of Carthage, Harcourt, 1963.

Bryher, Pseud. Roman Wall, Pantheon, 1954.

Bulwer-Lytton, E. G. The Last Days of Pompeii, Dutton, n.d.

Byrne, D. Brother Saul, Century, 1927.

Chidsey, A. L. Romulus, Builder of Rome, Minton, 1934.

Coolidge, O. E. Roman People, Houghton, 1959.

Costain, T. B. The Silver Chalice, Vidal, G. Julian, 1964.

Cowles, J. D. Our Little Roman Cousin of Long Ago, Page, 1913.

Crew, H. C. Singing Seamen, Century, 1930.

Davis, W. S. A Friend of Caesar, Macmillan, 1900.

DeWohl, L. Imperial Renegade, Lippincott, 1950.

Dolan, M. Hannibal of Carthage, Macmillan, 1955.

Donauer, F. Swords Against Carthage, Longmans, 1932.

Douglas, L. C. The Robe, Houston, 1942.

Duggan, A. L. Three's Company, Coward-McCann, 1958.

Duggan, A. L. Winter Waters B.C. 510-30, Coward-McCann, 1956.

Gale, E. Julia Valeria, Putnam, 1951.

Godwin, S. Roman Eagle, Oxford, 1951.

Graves, R. Count Belisarius, Random House, 1938.

Graves, R. I, Claudius, Modern Library, 1934.

Gunther, J. Julius Caesar, Random House, 1959.

James, C.P.R. Attila: or the Huns, Dutton, n.d.

Jensen, J. E. The Cimbrians, Knopf, 1923.

Keller, E. Bride of Pilate, Appleton-Century, 1959.

Komroff, M. Julius Caesar, Messner, 1955.

Lamprey, L. Children of Ancient Gaul, Little, 1927.

Lawrence, I. Rep. B.C. 510-30, Gift of the Golden Cup, Boffs, 1946.

Llewellyn, R. Flame of Hercules, Doubleday, 1955.

Mitchison, N. The Conquered, Harcourt, 1923.

Mundy, T. Tros of Samothrace, Appleton-Century, 1934.

Mygatt, T. B. Armor of Light, Holt, 1930.

Neven, E. Sign of Rome, Lippincott, 1935.

Orvieto, L. The Birth of Rome, Lippincott, 1935.

Oxenham, J. The Splendor of the Dawn, Longmans, Green, 1930.

Perkins, J. R. Emperors Physician, Bobbs Merrill, 1944.

Perri, F. Unknown Disciple, N. Y. Macmillan, 1950.

Plutarch. Plutarch's Lives, Dutton, 1910.

Powers, A. Hannibal's Elephants, N. Y. Longmans, 1944.

Radin, M. Epicurus, My Master, Chapel Hill, University of North Carolina Press, 1949.

Santvoord, S. V. Octavia, N. Y., Dutton, 1923.

Steon, A. Mistletoe and Sword, Doubleday, 1955.

Shore, M. Captive Princess, Longmans, 1952.

Shore, M. The Slave Who Dreamed, Philadelphia, Westminster Press, 1944.

Sienkiewicz, H. Quo Vadis, Little, 1925.

Sneecker, C. D. Forgotten Daughter, Doubleday, 1933.

Sutcliffe, R. Eagle of the Ninth, Oxford, 1954.

Trease, G. Message to Hadrian, Vanguard, 1956.

Vaughan, A. C. Bury Me in Ravenna, Doubleday, 1962.

Wallace, L. Ben Hur, Harper, 1922.

Warner, R. The Young Caesar, Little, 1958.

Warner, R. Imperial Caesar, Little, 1960.

Waugh, E. Helena, Boston, Little, Brown, 1950.

Wells, R. F. On Land and Sea With Caesar, Boston, Lothrop, Lee and Shepard, 1923.

White, E. L. Andivius Hedulio, Dutton, 1921.

White, E. L. Unwilling Vestal, Dutton, 1918.

White, H. C. Four Rivers of Paradise, Macmillan, 1955.

Whitehead, A. C. A Standard Bearer; a Story of Army Life in the Time of Caesar, N. Y., American Book Company, 1914.

Wilder, T. N. Ides of March, Harper, 1948.

Williams, J. The Counterfeit African, Oxford University Press, 1944.

Williams, J. Roman Moon Mystery, Oxford, 1948.

Williams, J. Stolen Oracle, Oxford, 1948.

Williamson, J. S. 510-30 B.C. Rome-History-Republic Eagleshave Flown, Knopf, 1957. H. W. Wilson Company

Winslow, C. V. Our Little Carthaginian Cousin of Long Ago.

Winterfeld, H. Detectives in Togas, Harcourt, 1956.

Wohl, L. V. Living Wood, Lippincott, 1947.